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THE UNIVERSITY OF ALBERTA

JOB SATISFACTION OF TEACHERS
IN VOCATIONAL EDUCATION

by



JOHN POWELL HAGGARTY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
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THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Job Satisfaction of Teachers in Vocational Education submitted by John Powell Haggarty in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The purpose of this study was to investigate and analyze the sources of Alberta industrial vocational education teacher job satisfaction. The following questions were considered: (1) What were the major factors and specific aspects affecting the job satisfaction of Alberta industrial vocational education teachers? (2) Are there differences in agreement among teachers involved in the conventional vocational programs, and teachers involved in the four experimental vocational high schools regarding the major factors and specific aspects affecting their job satisfaction? (3) Are years of teaching experience, school size, number of classes taught each day, course level taught, and years of training, influential in determining primary job satisfactions of industrial vocational education teachers in Alberta?

The Eight Major Factors and Specific Aspects of each factor established by Kenneke's survey of Oregon industrial education teachers and purporting to measure job satisfaction was the basis for the development of "An Opinionaire on Job Satisfaction of Vocational Education Teachers in Alberta High Schools."

The population of this study was the industrial vocational education teachers employed in teaching the 12, 22 and 32 course level courses in June, 1971. From this population two discrete samples were drawn. Sample One contained fifty teachers randomly selected from the total group of teachers in conventional vocation

schools. Sample Two involved all thirty-four teachers in four high schools designated as part of the Department of Education's experimental programs in industrial education.

The data contained on the returned questionnaires were analyzed according to a modification of Thurstone's model for comparative judgment. Sets of scale values were thus generated for both samples, for the various ranks assigned by the teachers, as to what factors and specific aspects affected their satisfaction. The ranks and scale values were organized in the form of tables for comparative analysis.

The findings of this study suggest that:

Alberta high school industrial vocational education teachers in both samples, while differing in the overall ranking of the major factors and specific aspects affecting their job satisfactions, were in agreement in the ranking of those factors that contributed the most or the least toward job satisfaction. Furthermore, the years of teaching experience, school size, number of classes taught each day, course level taught and years of training had some influence in determining primary job satisfiers.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. ORIENTATION TO THE PROBLEM	1
Introduction to the Problem	1
The Problem	4
Statement of the Problem	4
Purpose of the Study	4
Definition of Terms	5
Delimitations of the Study	7
Limitations of the Study	7
Assumptions of the Study	8
Significance of the Study	8
II. REVIEW OF RELATED LITERATURE	10
Sources of Research on Morale and Job Satisfaction	10
Factors that Affect Morale or Job Satisfaction in Education	11
Morale and Job Satisfaction in Education	12
Job Satisfaction in Industrial Vocational Education	19
Summary of Chapter II	21
III. METHODOLOGY	23
Introduction	23
The Opinionaire	23
The Population and Samples	27

CHAPTER	PAGE
Sample Number One	27
Sample Number Two	28
Administering the Opinionaire	28
Instrument Returns	28
Analyzing the Data	29
Summary of Chapter III	31
IV. PRESENTATION OF THE FINDINGS	33
Introduction	33
Major Factors that Affect Satisfaction	34
Faculty Aspects	36
Community Aspects	38
Wage and Benefit Aspects	40
Working Condition Aspects	42
Student Aspects	45
Intrinsic Aspects	47
Administration Aspects	47
Immediate Supervisor Aspects	50
Summary of Chapter IV	52
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	54
Summary	54
Major Factors	55
Specific Aspects	56
Faculty	56

CHAPTER	PAGE
Community	56
Wages and Benefits	56
Working Conditions	56
Students	56
Intrinsic	57
Administration	57
Immediate Supervisor	58
Conclusions	58
Recommendations	61

BIBLIOGRAPHY	63
APPENDIX 1. TABLES	68
APPENDIX 2. OPINIONAIRE	78

LIST OF TABLES

Table	Page
1. Rank Order of Major Factors That Affect Job Satisfaction by Total Groups and Sub Groups	69
2. Rank Order of Faculty Aspects by Total Groups and Sub Groups	70
3. Rank Order of Community Aspects by Total Groups and Sub Groups	71
4. Rank Order of Wage and Benefit Aspects by Total Groups and Sub Groups	72
5. Rank Order of Working Condition Aspects by Total Groups and Sub Groups	73
6. Rank Order of Student Aspects by Total Groups and Sub Groups	74
7. Rank Order of Intrinsic Aspects by Total Groups and Sub Groups	75
8. Rank Order of Administration Aspects by Total Groups and Sub Groups	76
9. Rank Order of Immediate Supervisor Aspects by Total Groups and Sub Groups	77

LIST OF FIGURES

Figure	Page
1. Major Factors That Affect Job Satisfaction by Groups	35
2. Specific Aspects of the Major Factor Faculty by Groups	37
3. Specific Aspects of the Major Factor Community by Groups	39
4. Specific Aspects of the Major Factor Wages and Benefits by Groups	41
5. Specific Aspects of the Major Factor Working Conditions by Groups	43
6. Specific Aspects of the Major Factor Students by Groups	46
7. Specific Aspects of the Major Factor Intrinsic by Groups	48
8. Specific Aspects of the Major Factor Administration by Groups	49
9. Specific Aspects of the Major Factor Immediate Supervisor by Groups	51

CHAPTER I

ORIENTATION TO THE PROBLEM

Introduction to the Problem

The implementation of the Federal Provincial Technical and Vocational Agreement in 1961 served as the catalyst for the rapid development of a vocational education program in Alberta High Schools. During the past few years it has become increasingly difficult to maintain enrollments in vocational courses, at the senior high school level, that were adequate for the effective utilization of staff and facilities. School boards have become reluctant to maintain the required degree of specialization required in many of the vocational courses (Harder, 1971, p. 2). Consequently a modification of the technical vocational program has been endorsed by the Alberta Department of Education. Accordingly a Department of Education news release pointed out that a new emphasis will be placed on Alberta Vocational Education programs during the next few years (Powers, p. 1). A difficult problem in implementing decisions of future developments in vocational education is the lack of information due to "non-existent or limited evaluation of on-going programs" (Harder, 1971, p. 12).

The Department has, during the 1970-71 school year, encouraged the development of experimental programs in vocational education (Harder, 1971, p. 2). Four Alberta High Schools were authorized to experiment with two different concepts allowing more flexibility, in programming vocational courses as part of a new approach to vocational

education. The experiment began in September, 1970 and is expected to continue until June 30, 1972.

Schools selected to be involved in Experimental Program I, Western Canada High School (Calgary) and Grande Prairie Composite High School, offer vocational education courses based on modules of ten credits at the grade eleven 22 course level and grade twelve 32 course level.

Camrose Composite High School and St. Francis High School (Calgary) were the other two schools selected to participate in the examination of vocational education based on five credit modules and designated as Experimental Program II.

Students were given a choice of modules within the parameters of a broad program. A single program could be pursued by a student for credit ranging from five credits to a total of thirty-five credits. Harder's proposal for the evaluation of the experimental programs sets out the expectations of the Department in regard to the outcomes and the methods of obtaining the information upon which to make judgments concerning their attainment. One area indicated in the proposal for evaluation of the experimental programs is that of job satisfaction of the teachers (Harder, April 1970, p. 2).

Job satisfaction of teachers has long been an area of interest to researchers in school personnel management. Sergiovanni (1967, p. 66) and Robinson (1964, p. 361), in a review of industrial and educational job satisfaction, noted that over 40 percent of some recent studies relate to teachers and their satisfaction or morale.

A study by Johnson (1968) examined the job satisfaction of teachers in schools of low socio-economic status and that of teachers in schools of high socio-economic status, to ascertain if any differences between the two groups existed, and to discover relationships that might exist between the variables applicable to satisfaction and status. Diemert (1969) compared job satisfaction in two teaching situations, teachers working in team teaching schools and teachers working in more conventional schools. Kenneke (1968), in a study of three hundred and fifty-five Oregon industrial education teachers, inferred that the leading sources of job satisfaction centered around the conditions under which instruction had to occur. The leading sources of job dissatisfaction revolved about inadequate wages and fringe benefits.

Gregore (1971) concluded that teacher needs and the future of the education profession must receive attention, and that if we study the needs of people in relation to their jobs, we find that we are capable of reducing the factors which make them unhappy.

Myers, in a 1966 study of Oregon secondary school teachers, concluded that:

There is a serious challenge to people concerned about the recruiting and retaining of qualified teachers. Respondents in this study reflected an attitude that little has been done to promote public understanding of the key importance of teachers in a free society, or to interest outstanding young men and women in this profession.
(Myers, p. 96)

Some insight into problems of teacher recruitment and retention might be gained by studying the job satisfactions of Alberta vocational education teachers.

The Problem

Statement of the Problem. The problem in this study was that, although many studies have been conducted concerning teacher satisfactions, none has been specifically designed to identify the major factors and specific aspects contributing to the job satisfaction of Alberta industrial vocational education teachers.

Purpose of the Study

The purpose of this study was to investigate and analyze the sources of Alberta industrial vocational education teacher job satisfactions.

This study considered the following research questions:

(1) What were the major factors and specific aspects affecting the job satisfaction of Alberta industrial vocational education teachers?

(2) Are there differences in agreement among teachers involved in the conventional vocational programs and teachers involved in the four experimental vocational high schools regarding the major factors and specific aspects affecting their job satisfaction?

(3) Are years of teaching experience, school size, number of classes taught each day, course level taught, and years of training, influential in determining primary job satisfactions of industrial vocational education teachers in Alberta?

Definition of Terms

For the purpose of this study, the following operational definitions will apply.

Job Satisfaction: Instead of attempting to distinguish between morale and job satisfaction, many writers use the term job satisfaction interchangeably with morale (Felbvebel, 1968; Johnson, 1968; Rempel and Bentley, 1967). Blocker and Richardson (1963, pp. 200-210) noted the futility of attempting to divide studies dealing with morale and job satisfaction into two distinct categories. They concluded that the difference, if any, might appear to be in the more inclusive nature of job satisfaction, whereas morale is concerned more with personnel practices. For this study job satisfaction means the values, aspirations, and goals which the teacher brings to the job and what he perceives to be fulfillment of these ends contribute to his satisfaction with his work (Robinson, 1962, pp. 360-366).

Major Job Factors: The eight factors are identified and described by Kenneke (1968, pp. 5-7). These major job factors fall into eight general categories identified by Kenneke through a review of the literature, prepilot, and pilot studies into which all specific job aspects could be classified with a minimum of overlap.

Job Aspects: The job aspects are the specific items identified and described by Kenneke as "established by the review of literature, prepilot and pilot studies which are part of the eight established job factor categories." (Kenneke, 1968, p. 5)

Eight Major Job Factors and Specific Aspects defined by Kenneke are as follows:

1. Students: The term students concerns pupil attitudes toward learning and teachers along with progress, preparation level, and cooperation and behavior.
2. Intrinsic Aspects: Intrinsic aspects concern opportunities for assuming responsibility in decision-making such as policies and salary determination. They involve freedom to plan and carry out one's own work, the challenge of the job, parent and community respect and recognition, advancement opportunities, and appropriateness of position to training.
3. Administration: The term administration includes the qualities of foresight and planning, cooperation and assistance, procedures and policies, interest in teachers, and communication of orders and decisions.
4. Immediate Supervisor: The term immediate supervisor involves the characteristics of the department chairman or principal: leadership abilities, evaluation methods, fairness, loyalty to teachers, availability for consultation, and technical competence and aptitude.
5. Working Conditions: Adequacy and conditions of equipment, shop budget, physical plant, maintenance duties, time to teach, extracurricular assignments, well defined duties, and class size are specific working condition aspects.
6. Wages and Benefits: The specific aspects of group insurance, tenure, leave, and retirement provisions, salary, frequency of raises, and fairness and equitableness of compensation are the main considerations under wages and benefits.
7. Community: The community consists of the specific aspects of cultural opportunities, recreational facilities, community service groups, living quarters, and health services.
8. Faculty: Faculty comprises the specific aspects of congenial and competent co-teachers, department relations and reputation, and professionalism of the staff.

Industrial Vocational Education Teacher: Any person qualifying for certification under regulations established by the Alberta Department of Education, and authorized to teach vocational courses outlined by the Department (Department of Education, Senior High School Handbook, 1968-69, p. 17).

Experimental Vocational Education Schools: The four schools selected by the Alberta Department of Education, and authorized to experiment with program flexibility for vocational courses, through a modification of the credit structure, in Experimental programs I and II.

Conventional Vocational Education Schools: Those schools that offer vocational courses outlined by the Alberta Department of Education (Department of Education, Senior High School Handbook, 1968-69, p. 17) and are not involved in the experimental programs.

Delimitations of the Study

The study was delimited to vocational education teachers in the four experimental industrial education schools, and high school vocational education teachers randomly selected from the list provided by the Department of Education. The study included industrial vocational education teachers who were teaching courses at the 12, 22, and 32 level. The study did not include teachers involved in vocational business education, or in the special vocational education programs. The measure of job satisfaction was delimited to the 1970-71 school year.

Limitations of the Study

The study was limited to the effect of the greater flexibility in the credit structure authorized for use in the four experimental vocational high schools, and the possibility that teacher responses from these schools were altered through "halo effect" cannot be disregarded.

A further limitation in this study existed because of the a priori selection of the four experimental schools by the Alberta Department of Education.

Assumptions of the Study

The study was based upon three basic assumptions:

(1) That the teacher's anonymous responses were accurate and reliable.

(2) That Kenneke's survey which established the eight major job factors, and specific job aspects, that affected the job satisfaction and dissatisfaction of Oregon industrial education teachers, was a valid and comprehensive measure for Alberta vocational education teachers.

(3) That the level of satisfaction measured at the time of the administration of the survey was indicative of the general level of job satisfaction of the vocational teachers throughout the school year.

Significance of the Study

Although many studies have been conducted concerning teacher satisfactions none has been specifically designed to study the major factors and specific aspects contributing to the job satisfaction of Alberta industrial vocational education teachers. Bellows (1961, p. 153) maintains that attitude surveys enable policy decisions to be based upon factual information, provide a system of communication from the bottom up, and reveal trouble spots in an organization. By surveying the attitudes or factors of job satisfaction, policy

decisions affecting programs can be based upon additional input that can assist in determining ongoing changes in vocational programs in Alberta high schools. An awareness of existing factors and specific aspects for job satisfaction will assist in the development of conditions which attract and hold good teachers.

CHAPTER II

REVIEW OF RELATED RESEARCH

The review of related research is organized into four general areas of study:

- (1) sources of research on morale and job satisfaction;
- (2) identification of factors that affect morale and job satisfaction in education;
- (3) studies related to morale or job satisfaction in the teaching situation;
- (4) studies on teacher satisfaction in industrial arts and vocational education.

Sources of Research on Morale and Job Satisfaction

A number of early investigators appeared to be in a quandry in attempting to reach agreement on a general definition of morale and job satisfaction. Numerous authors used the terms interchangeably. Smith (1966, p. 144) refers to a difference between the two terms: morale is dynamic and forward looking steadfast in the face of difficulty, whereas job satisfaction is a more static shallow concept. Dubin (1958, p. 217) defines morale as ". . . the zeal with which an activity is carried out." The higher the morale, the greater is the zeal displayed by the people engaged in an activity. Further, Dubin (1958, p.242) maintains that job satisfaction is ". . . satisfaction people get from their tasks." Guion (1958, p.62) has defined morale as

"the extent to which individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job satisfaction." Gordon (1963, p. 387) differentiates between the two terms:

Job satisfaction is commonly used to refer to the reactions of individuals to specific elements in their working environment, whereas morale often is applied to the general level of satisfaction and enthusiasm of individuals and groups.

Blocker and Richardson (1963, p. 200) noted the futility of dividing studies of these two terms and commented that "any division of studies into these two categories is bound to be arbitrary and to a considerable amount overlapping."

A number of sources which provide insight into job attitudes and the effects of job attitudes on performance are the following: Ewen (1964), Friedlander (1964), Herzberg (1959-1968), Lock (1965), Myers (1966), Okonkwo (1966), Porter and Lawler (1968), Roche and MacKinnon (1970), Slocum and Misshauk (1970).

Factors that Affect Morale or Job Satisfaction in Education

A great deal of interest had been generated by the publication of job satisfaction surveys in the industrial setting; however, such interest was slow in being instituted by educators. Just prior to World War II, Burton (1938) noted the lack of empirical research in the area of teacher morale as compared with industrial studies. An early study by Hedlund and Brown (1948), grouped the causes of dissatisfaction in teaching into four categories: salary conditions, teaching conditions, community conditions and administrative conditions. Hunter (1955, pp. 345-352) in 1950 and 1953 sent questionnaires

to all teachers in New Orleans public schools. His findings indicated that causes for dissatisfaction were found in the following areas: handling atypical pupils and discipline problems, the teaching load, salary, recognition and reward for exceptional service, having work properly evaluated, and advancement and promotion on merit. Hunter stated that periodic attitude surveys stimulated morale in that teachers are led to believe that someone is interested enough to try to find out how they feel.

Oppenheimer and Britton (1952) noted that institutions of higher education were far behind industry in investigating morale or job satisfaction. Redefer (1959) was distressed with the existing morale research and pointed to industrial research as the pacesetter for education to follow.

An upsurge of dissatisfaction with teaching finally led to educators (Lambert, 1963; Maul, 1963) placing more stress on satisfaction and morale research.

Morale and Job Satisfaction in Education

Hoppock (1935) administered four attitude scales to 500 teachers and identified those aspects that differentiated between high and low scoring teachers. His results suggested that the satisfied teacher enjoyed better relationships with superiors and associates, exhibited fewer characteristics of emotional maladjustment, and taught in cities of over ten thousand population.

McClusky and Strayer (1940) expanded Hoppock's investigation through the development of a teacher situation test by asking teachers

to record experiences that caused them considerable satisfaction or dissatisfaction. All aspects of the teacher's environment were included in this instrument. The main advantage of this study was the discovery that in any investigation of morale, there are many factors that were beyond the control of the experimenter. Garrison (1945) in a subsequent study, using the McClusky and Strayer test to compare female student teachers with women elementary school teachers, concluded from his findings that nearly every factor of the teacher's environment was involved in adjusting to the job situation.

Knox (1956) used a variation of McClusky's instrument, designed to relate 65 varying factors of the teacher's environment to teaching success. He found a positive relationship existing between teacher efficiency and the type of individuals that make up a community.

Chase (1951) in a study involving 1,784 teachers in over 200 school systems in forty-three states, found personal variables related to job satisfaction. Higher satisfaction was expressed by elementary teachers, women, more experienced teachers, higher paid teachers, and teachers rated as more enthusiastic by their superintendent. Factors in the working conditions were found to produce greater satisfaction, freedom to plan work, high quality of professional leadership and supervision, participation in educational planning and policy making, and good working conditions.

McLaughlin and Shea (1960) conducted a study on a smaller scale in seventeen elementary schools and ten secondary schools in California. Teachers were asked to list all items of dissatisfaction

which they considered hindrances in performing their daily tasks, to note the most annoying, and to comment freely. The items of dissatisfaction reported in order of highest frequency were as follows:

. . . excessive clerical work, inadequate salary, supervisory duties at school, negative student attitude toward learning, extra functions after school, over-enrollment of classes, inadequate equipment and facilities, faculty teacher-administrator relationships, problems in most classrooms, and impolite student reaction to teacher leadership (McLaughlin, 1960, p. 217).

Francouer (1963) found that among the factors most likely to produce great satisfaction, helpful and stimulating leadership and supervision in the form of personal or technical assistance were predominant. Other factors included regular participation in policy making, freedom in the choice of teaching methods, consideration for teaching preferences for job assignments and generous provisions for sick leave.

Research in teacher job satisfaction conducted by Sergiovanni (1967) in New York, indicates that achievement, recognition and responsibility were factors which contributed predominantly to teacher satisfaction. Interpersonal relations with subordinates (students) and peers, supervisor, school policy and administration, personal life, and fairness-unfairness were factors which contributed predominantly to teacher job dissatisfaction. The remaining factors were found to be bipolar, possessing the potential to contribute to both satisfaction and dissatisfaction. The satisfiers and dissatisfiers identified tended to be mutually exclusive, that is some factors were satisfiers when present but not dissatisfiers when absent; other factors were dissatisfiers, but when eliminated as dissatisfiers did

not result in positive motivation. Sergiovanni concluded from his findings that satisfaction factors of teachers were related to conditions or environment of work.

In 1967, Adair (1968) carried out a similar study in New York State, and his results confirmed Sergiovanni's conclusions in that the job factors which serve to motivate the individual were different factors entirely from those that produce dissatisfaction. Those aspects of the teaching situation which act as satisfiers were found to be intrinsic with the task of teaching, while the greatest amount of dissatisfaction results from extrinsic job factors.

Rempel and Bentley (1967) developed the Purdue Teacher Opinionnaire, consisting of 100 items and identifying ten factors: (1) teacher rapport with the principal, (2) satisfaction with teaching, (3) rapport among teachers, (4) teacher salary, (5) teacher load, (6) curriculum issues, (7) teacher status, (8) community support of education, (9) school facilities and services, and (10) community pressures.

Johnson (1968, iii) used the Purdue Teacher Opinionnaire to compare job satisfaction and socio-economic status of schools in Edmonton. Johnson found that teachers in the low status schools had statistically lower mean scores on three of the ten factors of the Purdue instrument (teacher salary, curriculum issues and community support of education); and a significantly higher mean score on one factor (Rapport with the Principal).

Collins (1968), utilizing the Purdue questionnaire, studied the effects of rivalry between the union (American Federation of

of Teachers, A.F.T.) teachers and non-union (National Education Association, N.E.A.) teachers. The results revealed that the (N.E.A.) teachers had significantly higher morale for the status and salary factors and for total morale. Other significant findings indicated that younger, lower salaried, non-tenure, less-experienced (A.F.T.) teachers had higher morale than older, higher salaried, most-experienced (A.F.T.) teachers while the opposite was found for the (N.E.A.) teachers.

Diemert (1969) used the Purdue instrument to compare job satisfaction of teachers in six Edmonton junior high schools in team and conventional teaching situations. The team teachers expressed significantly lower satisfaction with the one factor (teacher salary) than did conventional teachers, but were significantly more satisfied with the other factors (curriculum issues, community support of education, and school facilities and services).

The Research Division of the National Education Association (Dec., 1966) conducted a comprehensive study of teacher morale. The study found that the attitude of pupils and parents ranked number one as the greatest source of both encouragement and discouragement. One teacher out of five ranked aspects related to attitudes of pupils and parents as his greatest source of encouragement, while at the same time nearly the identical number listed those aspects as the greatest source of discouragement. The seven primary sources of encouragement, in their order of importance were: attitude of parents and pupils, adequate materials, staff, and funds, pupil progress,

opportunity for service, good administration, preparation level of pupils, and salary improvements. The seven major sources of discouragement in their order of importance were: attitude of parents and pupils, insufficient materials, poor administration, lack of time to teach, poor preparation of students, inadequate salary, and attitude of colleagues.

A number of studies have presented evidence that administrative behavior is often considered to be a source of satisfaction and dissatisfaction.

Hohn (1964, pp. 60-67) found that administrative factors were rated as the second highest cause of teacher transfer within the Edmonton Public School System of the 75 items investigated in this area, 27 percent appeared as major causes of transfer. These included lack of motivation and inspiration for new teachers, lack of administration-teacher communication, insufficient instructional leadership.

Sergiovanni's study (1967, pp. 66-82) indicated that school policy and administration were factors which contributed predominantly to teacher dissatisfaction.

Kenneke (1968), p. 159) observed that administrative attitudes, policies, and procedures were a major source of dissatisfaction among industrial education teachers. Respondents were particularly annoyed with the administration's system of communicating orders and decisions. Lack of administrative foresight in planning and inability or unwillingness to deal effectively and consistently with pupil personnel problems served as another specific grievance with the school's management.

Gosine and Kieth (1970, p. 4), in a study of Ontario teachers, indicated that the satisfaction of teachers in low bureaucratic schools was significantly higher than that of teachers in high bureaucratic schools. The study goes on to explain that teachers in high bureaucratic schools probably suffer from tension and apprehension, feelings easily engendered through one of the dysfunctional aspects of bureaucracy, by an over-emphasis on rules and procedural specification.

Corwin (1965, p. 15) stated that "Professional principles constitute a prominent but competing way of organizing an employee society." Thus forces such as professionalization of the teaching force, are creating forms of organization alternative to the bureaucratic structure of the schools. Volmer and Mills (1966, p. 264) supported this point by indicating that no profession has escaped the advancing tide of bureaucratization, and that increasing attention is being focused on the organization and professional training and expectations.

Check (1971) revealed that two items, centered on the meniality of the teaching tasks, were specified as the two most serious dissatisfactions with the teaching profession: (1) too much outside work and (2) too many unrelated tasks. The study also indicated that teachers were concerned with parents; the teacher respondents reported negative interaction on the part of parents and viewed these situations as serious.

Coughlan's (1971) study of job satisfaction in open and closed schools suggested a "directional trend" in the job satisfaction of

teachers as one's attention moves from relatively closed to the more open organizational systems. In the relatively closed system the major concerns of the teacher group were focused upwardly in "vertical relations" staff members were more concerned about aspects of the work relationship more directly under the influence and control of hierarchical subordinates. In the relatively open system, on the other hand, the focus of concern in the teacher group was directed toward "horizontal relation" teachers were split in feelings over job relationships directly under the influence and control of fellow teachers in the peer work group.

Job Satisfaction in Industrial Vocational Education

A questionnaire prepared by the staff of Industrial Arts and Vocational Education Magazine (Feirer, 1968, pp. 30-34) was submitted to approximately 125 industrial arts teachers. The questionnaire contained ten possible classroom problems and requested that the teacher indicate whether this was a problem for him, and if so, whether he was able to solve it and how. Sixty of the 125 teachers contacted responded to the questionnaire. The most frequently mentioned problems had to do with maintaining discipline in the classroom, inadequate personnel and time to do a good job, resistance to changes in industrial arts programs, inability to resolve curriculum problems, and low salaries. Other concerns cited were problems of scheduling audio-visuals, lack of federal funds for industrial arts, inability to get major equipment, industrial arts losing its identity in the school, poor student motivation, and interference of too many

outside activities. Robert L. Woodward, Consultant in Industrial Arts Education, with the California State Department of Education, in a reaction to the questionnaire (Feirer, 1967, p. 34) pointed out that the key to a solution to the problems outlined in the questionnaire is a quality program and an enthusiastic teaching staff. He indicated that the ability to provide a quality program, will depend upon class size and teaching load.

Karolat (1971), in a study of job satisfaction of academic and non-academic teachers in the comprehensive schools in Saskatchewan, found that significant differences of job satisfaction of teachers depended upon their age, sex, and the total number of years of teaching experience. Specifically, older teachers, female teachers, and teachers with more years of teaching experience reported higher job satisfaction regardless of whether they were teaching academic or non-academic subjects.

Shields (1970, p. 56), in his study of graduates of the vocational teacher education program at the University of Alberta, found that ten of the 159 vocational teachers who responded gave reasons for leaving or planning to leave the field of education. In eight cases (80 percent) the reason was inadequate financial returns; one cited working conditions as a reason, and one cited the appeal of a greater challenge in another field of work.

The findings of Kenneke's (1968) study of 355 Oregon industrial education teachers inferred that the leading sources of job satisfaction centered around the conditions under which instruction had to

occur. The leading source of dissatisfaction revolved about inadequate wage and fringe benefits. The findings of this study suggest that the industrial education teachers in Oregon were in significant agreement regarding the eight major factors and specific aspects identified by Kenneke as affecting their job satisfactions and dissatisfactions.

The primary sources of job satisfaction involved: (1) conditions under which the teacher must carry out his instruction, (2) working with and helping youth, and (3) social and professional relationships with fellow faculty members.

The leading causes of dissatisfaction included: (1) poor economic considerations, (2) conditions not conducive to effective instruction, and (3) administrative procedures and policies.

Summary of Chapter II

Upon completion of the literature review, it was apparent that much research into job satisfaction or morale had been conducted in industry and that an increasing number of studies were being undertaken by educators. A considerable number of conclusions appear evident based upon this examination of literature. Extreme caution, however, is in order in attempting to make generalizations from these findings.

Herzberg, in his review of research and opinion, stated that the several thousand articles, studies and books showed considerable disagreement and confusion in the field. Generalizations from these findings to groups of different and specific characteristics should be made with caution. Apparent differences in results may well be accounted for in terms of the method of measurement used in the

specific studies (Herzberg, 1957, pp. 78-81).

Blocker and Richardson (1963, pp. 200-210), in an extensive review of twenty-five years of morale research in education, found that many of the studies reported by educators employed the questionnaire method involving large samples. Some of these studies are not research in the strict sense of the word. The majority of morale assessment instruments in education have not been validated against any external criterion. They do, however, provide the reader with insight concerning many of the studies of a non-technical nature. As such, these studies were indicative of the interest and concern felt by educators concerning the whole field of job satisfaction and morale.

The review of studies on job satisfaction underlined the need to determine the requirements of people in relation to their jobs, as a means of reducing the factors that make them unhappy, thus leading to an understanding of the problems of recruitment and retention of teachers.

CHAPTER III

METHODOLOGY

Introduction

The study reported here involved developing an opinionnaire, generating samples from the population, administering the opinionnaire, and analyzing the data. Each of these four facets of methodology will be discussed under a separate heading.

The Opinionnaire

The Kenneke study established the major job factors and specific aspects that affected the job satisfaction and dissatisfaction of Oregon industrial education teachers. These items were tested for relevance to industrial education teachers via a prepilot and pilot study. A questionnaire was developed based upon the findings and recommendations of these studies. It was administered to full-time Oregon industrial education teachers. The respondents were asked to rank eight major job factors for both satisfaction and dissatisfaction, and were also directed to rank specific job aspects contained within each of the eight major job factors. They were instructed to rank the items in numerical order: (1) the most important (2) next in importance (3), (4), (5), etc. to least important.

"An Opinionnaire on Job Satisfaction of Vocational Education Teachers in Alberta High Schools" was the instrument developed and

used to collect the data for this study. Appendix 2, p.78 contains a copy of the opinionaire. The major factors and specific aspects of job satisfaction established by Kenneke's study were adapted for use in the opinionaire.

The scaling technique, called matched pairs or comparative judgment was the basis for the research technique used in this study. Thurstone (1926, 1927, 1931, 1951) maintained that the method of paired comparisons or matched pairs could be used to measure attitudes, opinions or social values. Prior to Thurstone's work on the method, there was no quantitative logic for handling the method of paired comparison to obtain measurement which satisfied the criterion of internal consistency. Therefore, through statistical manipulation, Thurstone (1931, p. 251) devised the "law of comparative judgment" whereby the method of paired comparison or matched pairs could be validly used for measuring opinions or attitudes. Through this method, the opinion or attitude concerning a specific set of concepts could be measured in the following manner:

1. The concepts are either randomly listed or in some specific order. The concepts are then arranged in pairs so that every one of them is paired with every other one. The total number of pairs of concepts is determined by $\frac{n(n-1)}{2}$, where n is the number of concepts.
2. The pairs are administered to specific subjects who are required to respond to the pairs. The subjects are instructed to indicate which of the concepts in each pair they feel is their choice according to some stated criterion.
3. The number of subjects who chose each concept in each pair is tabulated and from those figures a matrix of proportions is established.

4. A table of scale values is established from the matrix of proportions. The scale values then show how the subjects responded to the set of concepts. The scale values can also be arranged in order of magnitude so that a ranking of the concepts can be achieved. (Thurstone, 1926, pp. 385-400)

The problem of establishing profiles to represent the job satisfaction of Alberta industrial vocational education teachers was amenable to scaling techniques, specifically the paired comparisons method. This measurement procedure is executed by matching every stimulus (in this case every major job factor) with every other one. The same situation applied with each specific aspect within the eight job satisfaction factors. All possible pairs were generated, and the teacher responded to them in ordinal fashion, indicating which of the two stimuli is greater in terms of contributing to job satisfaction. It is the data from replication over judges, and the computational procedures involved in the law of comparative judgment which enabled the ordinal discriminations for each stimulus to be expressed as scale values rather than simply as ranks (Torgerson, 1958, pp. 159-204).

The opinionnaire was divided into three parts:

Part One: Eight Major Job Factors That Affect Satisfaction, all possible pairs of the eight factors were generated (numbering 28 in all).

Part Two: Specific Aspects, all possible pairs of specific aspects identified within each of the major job factors, as contributing to job satisfaction, were generated as follows:

I. Faculty (Teaching Staff), all possible pairs of the five specific aspects identified were generated (numbering 10 pairs).

II. Community, all possible pairs of the five specific aspects identified were generated (numbering 10 pairs).

III. Wages and Benefits, all possible pairs of the seven specific aspects identified were generated (numbering 21 pairs).

IV. Working Conditions, all possible pairs of the eight specific aspects identified were generated (numbering 28 pairs).

V. Students, all possible pairs of the five specific aspects identified were generated (numbering 10 pairs).

VI. Intrinsic Aspects (Freedom, Service), all possible pairs of the six specific aspects identified were generated (numbering 15 pairs).

VII. Administration, all possible pairs of the five specific aspects identified were generated (numbering 10 pairs).

VIII. Immediate Supervisor, all possible pairs of the six specific aspects identified were generated (numbering 15 pairs).

The sets of pairs within each category were randomly ordered to produce Part I and Part II of the opininaire.

Part Three: The opininaire was prepared so that personal and professional data could be obtained from the subjects. This contained five items designed to provide an indication of total years of teaching experience, the number of industrial or vocational classes taught each day, the approximate number of senior high school students in the school, the number of years of academic training beyond high school,

for which the teacher was evaluated for salary purposes, and the course level at which the teacher was teaching.

Additional information on the average number of students in the vocational education classes of each respondent was obtained from the Industrial Education Teacher Report 1970-71. This report was made available from the office of the Provincial High School Inspector of Industrial Education.

The Population and Samples

The population of this study was the industrial vocational education teachers employed in teaching the 12, 22 and 32 level vocational courses in June of 1971. The population did not include teachers involved in vocational business education, or in the special vocational education programs. From this population two discrete samples were drawn.

Sample Number One. The office of the Provincial High School Inspector of Industrial Education has, each year, produced a list of high school industrial education teachers in Alberta. The 1970-71 list, current at the time of this investigation, contained the names of 335 full-time industrial vocational education teachers, who were teaching in the conventional vocational schools. Within this list of teachers, 121 were located in Calgary, 110 were located in Edmonton, and 104 were located in other vocational schools in Alberta. Fifty teachers of the total group of 335 teachers were selected as sample number one of this study. Accordingly the sample was stratified in the proportions represented by Calgary, Edmonton, and other centers,

and the individual selections were randomly selected.

Sample Number Two. The list of high school industrial education teachers provided the names of the full-time industrial vocational teachers from the four high schools designated as part of the Department of Education's experimental program in industrial vocational education. All thirty-four teachers in these schools were included in sample number two.

Administering the Opinionaire

In order to facilitate the administration of the opinionaire, principals of the high schools involved in the study were contacted by phone for permission to conduct the study within the schools. Appointments were made to explain the project and leave the opinionaires with the teachers. At this time arrangements were also made for the opinionaires to be picked up at the school. This procedure for the distribution of opinionaires was made considering that it was conducted in June and it was felt that at this time of year a better response would be obtained with a direct approach to the principals and teachers.

Instrument Returns. Of the 50 teachers involved in Sample One (conventional vocational schools), 50, or 100 percent completed the opinionaire. Within Sample Two (experimental vocational schools), 31, or 91.17 percent of the teachers completed the opinionaire.

Analyzing the Data

Data analysis for the first part of the instrument utilized Thurstone's classical matched pairs model to ascertain how the two samples of industrial vocational education teachers ranked in order of importance, the eight major job factors that affect job satisfaction. Thurstone's technique required that the teachers provide an ordinal judgment on every stimulus relative to every other one. All possible pairs of stimuli were generated and presented to the sample members, in this case via an opinionaire format (Appendix 2, p. 78). According to Torgerson, "Each time the two stimuli are presented to the observer, he is required to judge which is higher on the psychological continuum (e.g. which is louder, heavier, or more beautiful)" (Torgerson, 1958, p. 160). In the study reported here, the stimuli were the major job factors that affect job satisfaction and specific aspects of these major job factors that affect satisfaction. The continuum on which they were to be placed was the assignment of the stimuli in order of high to low in terms of the extent to which they were to contribute to job satisfaction.

A PAIRED COMPARISONS SCALING program was used to conduct the scaling procedure, and the information from the returned opinionaires was recorded on IBM 5081 data cards for processing.

Within the two samples, groups were organized as follows:

Sample I Conventional Vocational Education Schools

Total Group (Entire Sample of 50)

Years of Teaching Experience.

Number of industrial or vocational classes taught each day.

Approximate number of senior high school students in the school.

The number of years of academic training beyond high school,
for which the teacher is evaluated for salary purposes.

Highest course level taught.

Average number of students per class.

Sample II Experimental Vocational Schools

Total Group (Entire Sample of 34)

Years of Teaching Experience.

Number of industrial or vocational classes taught each day.

Approximate number of senior high school students in the school.

The number of years of academic training beyond high school,
for which the teacher is evaluated for salary purposes.

Highest course level taught.

Average number of students per class.

An outline of the procedure used to analyze the data for each group is given below. First the raw data for each group were arranged in the form of a raw frequency (F) matrix which showed the number of times each factor was judged to be more important than each other factor. In the F matrix any factor which appeared as a column was denoted as the J stimulus and any factor which appeared as a row was denoted as an I stimulus. The F matrix therefore, showed the number of times any stimulus J was preferred over any stimulus I. Next the F matrix is used to generate a proportion (P) matrix which indicates the proportion of times stimulus J was preferred to stimulus I.

Each P matrix was converted to a matrix of Z values. Each cell in the Z matrix contained an estimate of the difference between the scale values of the two factors depicted by that cell. These estimated differences were expressed in standardized units which had a mean of zero and a standard deviation of one.

The same procedure for data analysis was applied for Part II of the opinionnaire, Specific Aspects, to determine how the two samples ranked, in order of importance, each of the specific aspects within each of the major job factors.

Summary of Chapter III

The instrument used to measure industrial vocational education teacher job satisfaction was "An Opinionnaire on Job Satisfaction of Vocational Education Teachers in Alberta High Schools."

The opinionnaire was divided into three parts:

Part One: Eight Major Job Factors That Affect Satisfaction.

Part Two: Specific Aspects identified within each of the major job factors.

Part Three: Personal and professional data from each of the subjects.

Two discrete samples were used in the study. Sample One involved the random selection of 50 teachers from a total population of 335 industrial vocational education teachers in conventional vocational schools. Sample Two involved all 34 industrial vocational education teachers in four high schools designated as part of an experimental program in industrial vocational education.

Of the 50 teachers involved in Sample One, 50 or 100 percent completed the opinionnaire. Within Sample Two, 31 or 91.17 percent of the teachers completed the opinionnaire.

Data analysis for the instrument utilized a modification of Thurstone's classical matched pairs model to ascertain how the two samples ranked in order of importance, the major factors and specific aspects of these factors that affect job satisfaction.

CHAPTER IV

PRESENTATION OF THE FINDINGS

Introduction

The assigned ranks of the major factors and specific aspects within each factor affecting job satisfaction of industrial vocational education teachers in Alberta High Schools were analyzed according to a modification of Thurstone's model for comparative judgment, to produce scale values for the relative frequency with which teachers felt the various factors and specific aspects affected their job satisfaction. In all cases the frequency scale values were standardized to mean = 0 and standard deviation = 1.

Two separate investigations were required to obtain the answers to the questions which prompted this study. First, Sample One teachers in conventional vocational schools were required to rank nine groups of factors and specific aspects within these factors. The teacher population was sorted according to thirteen different groups. Second, for Sample Number Two, teachers in experimental vocational high schools, the same procedure was followed. The total study consisted of the analysis of two hundred and thirty-four separate rankings of nine groups of factors and specific aspects which the teachers felt contributed toward their job satisfaction.

Details of the ranking and scale values of the major job factors and specific aspects within each factor were organized in the form of tables for comparative analysis. The results of the comparative

analysis are presented under subsequent headings.

Major Factors that Affect Satisfaction

The rank order of the factors as well as the scale values for each factor are recorded in Table 1, p. 69, Appendix 1. The bar graph Figure 1, p. 35 shows the rank order of the major factors by the total groups in both Samples One and Two.

Students, working conditions and intrinsic factors were ranked in the first three satisfier positions of the eight major factors by the total group of fifty teachers in Sample One. The rank order of the remaining satisfiers was wages and benefits, immediate supervisor, faculty and community.

The total group of thirty-one teachers in Sample Two ranked intrinsic factors as the primary satisfier. This was followed by students, working conditions, wages and benefits, immediate supervisor, faculty administration and with community ranked as contributing the least toward job satisfaction.

In Sample One, teachers with over five years experience, three or more industrial education classes, or teaching at the 12/22 course level indicated that intrinsic factors ranked as the number one satisfier. Teachers with four or more years of training marked working conditions as the leading major factor in contributing to job satisfaction.

In Sample Two, the total group of thirty-one teachers ranked intrinsic factors as the number one contributor toward job satisfaction. Teachers with over five years teaching experience, and in schools with

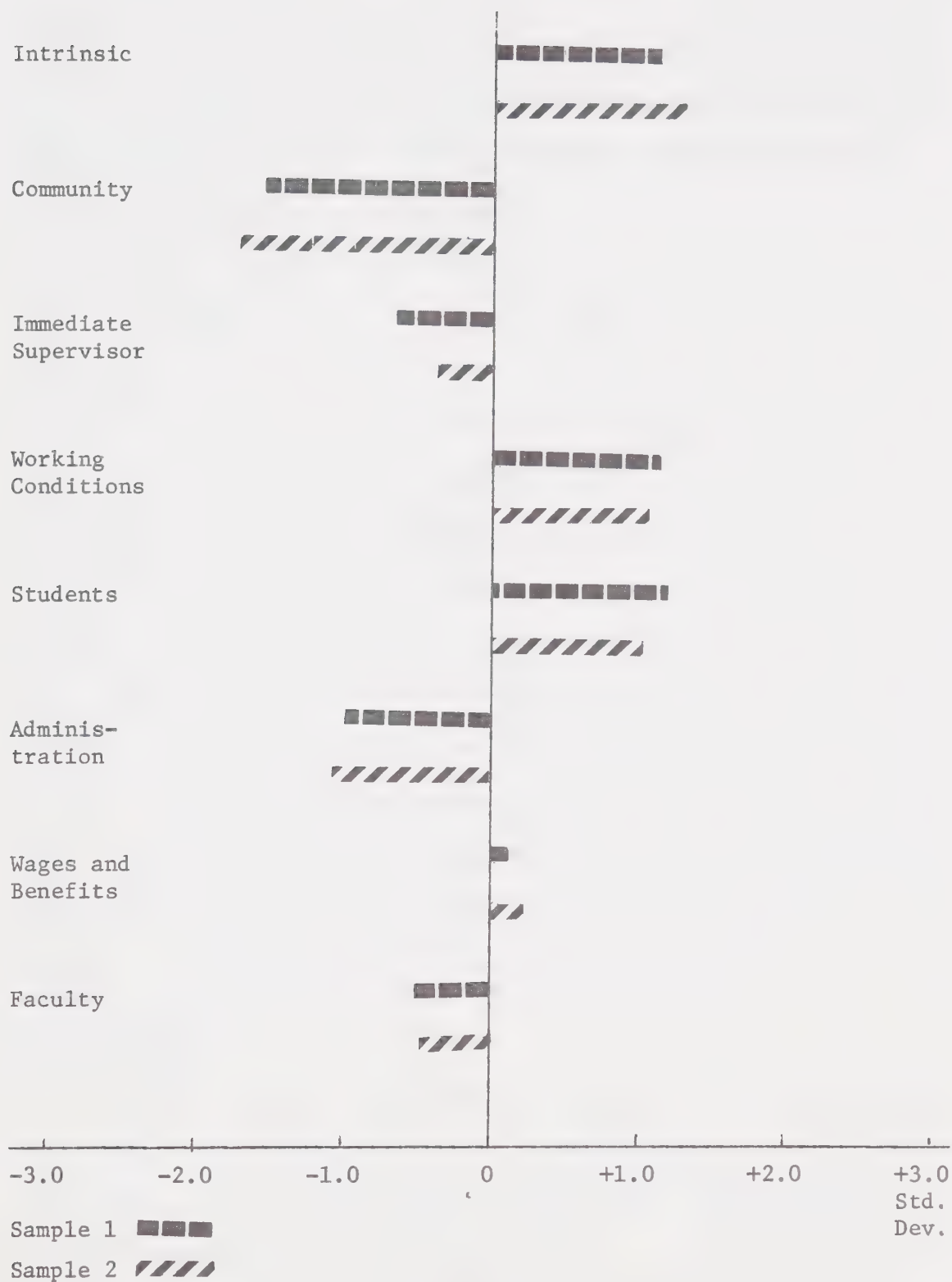


Figure 1

Total Group Sample 1 and Sample 2
 Selection of Major Job Factors
 That Affect Satisfaction

fourteen hundred or more students, ranked students as the number one factor. Teachers with three or more industrial education classes or teaching at the 12/22 course level indicated working conditions as the primary influence toward job satisfaction.

In both Samples One and Two, all teachers were in agreement that the community factor contributed the least toward job satisfaction.

The major implications drawn from Table 1 showed that the teacher's relationship with his students, working conditions and intrinsic factors were the leading causes of job satisfaction. Administration and community factors contributed the least toward an industrial education teacher's job satisfaction.

Teachers in the experimental schools, Sample Two, ranked intrinsic factors as the primary satisfier, while teachers in conventional schools, Sample One, ranked students as the primary source of job satisfaction. The immediate supervisor was ranked higher in importance as contributing to job satisfaction than faculty by teachers in Sample Two.

Faculty Aspects

The rank order of specific faculty aspects and the scale value of the ranks are recorded in Table 2, p. 70, Appendix 1. The bar graph Figure 2, p. 37 shows the rank order of the faculty aspects by the total groups in both Samples One and Two.

In Sample One the total group of fifty teachers ranked competent co-teachers and congenial co-teachers as the number one and two

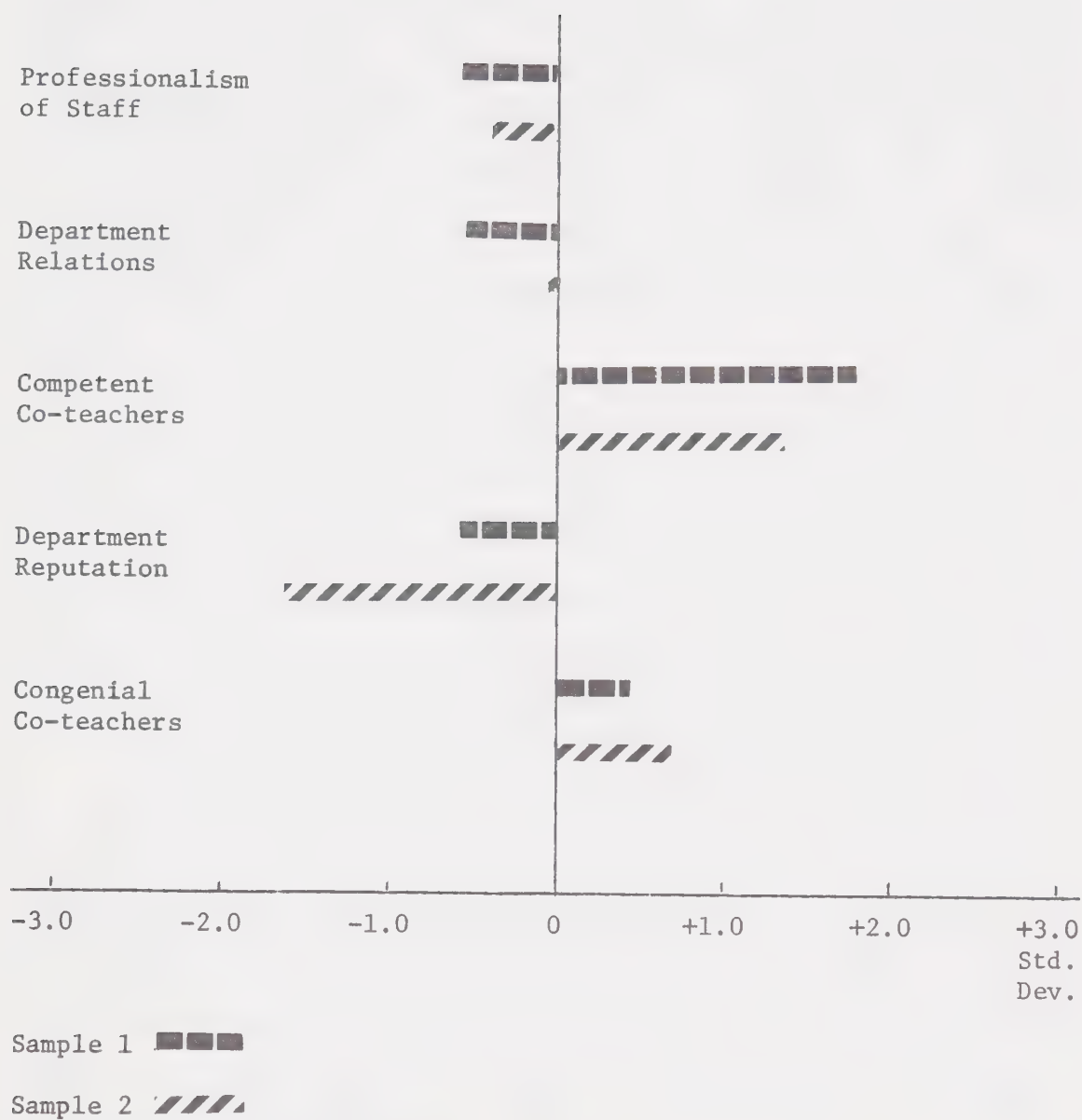


Figure 2
 Total Group Sample 1 and Sample 2
 Selection of Faculty Aspects
 That Affect Satisfaction

satisfiers. Department reputation was rated as contributing the least toward job satisfaction. Teachers with one or two industrial education classes ranked professionalism of staff, by a scale value difference of .004, as contributing the least toward satisfaction. All categories of teachers, with the exception of those with one or two classes, indicated department reputation contributed the least toward satisfaction.

The total group of thirty-one Sample Two teachers ranked competent co-teachers and congenial co-teachers as contributing the most toward job satisfaction. Teachers in schools under fourteen hundred students felt department relations ranked number one in terms of job satisfaction. All Sample Two teachers indicated that department reputation contributed the least toward their job satisfaction.

The major implications drawn from Table 2 were that teachers were in agreement as to what constituted the specific faculty aspect affecting their job satisfaction. Relationships with co-teachers both on a personal and professional level were felt to be primary specific aspects contributing to job satisfaction. Teachers indicated that the industrial education department relations and reputation contributed the least toward satisfaction.

Community Aspects

The rank order of specific community aspects and the scale value of ranks are recorded in Table 3, p. 71, Appendix 1. The bar graph Figure 3, p. 39, shows the rank order of the community aspects by the total groups in both Samples One and Two.

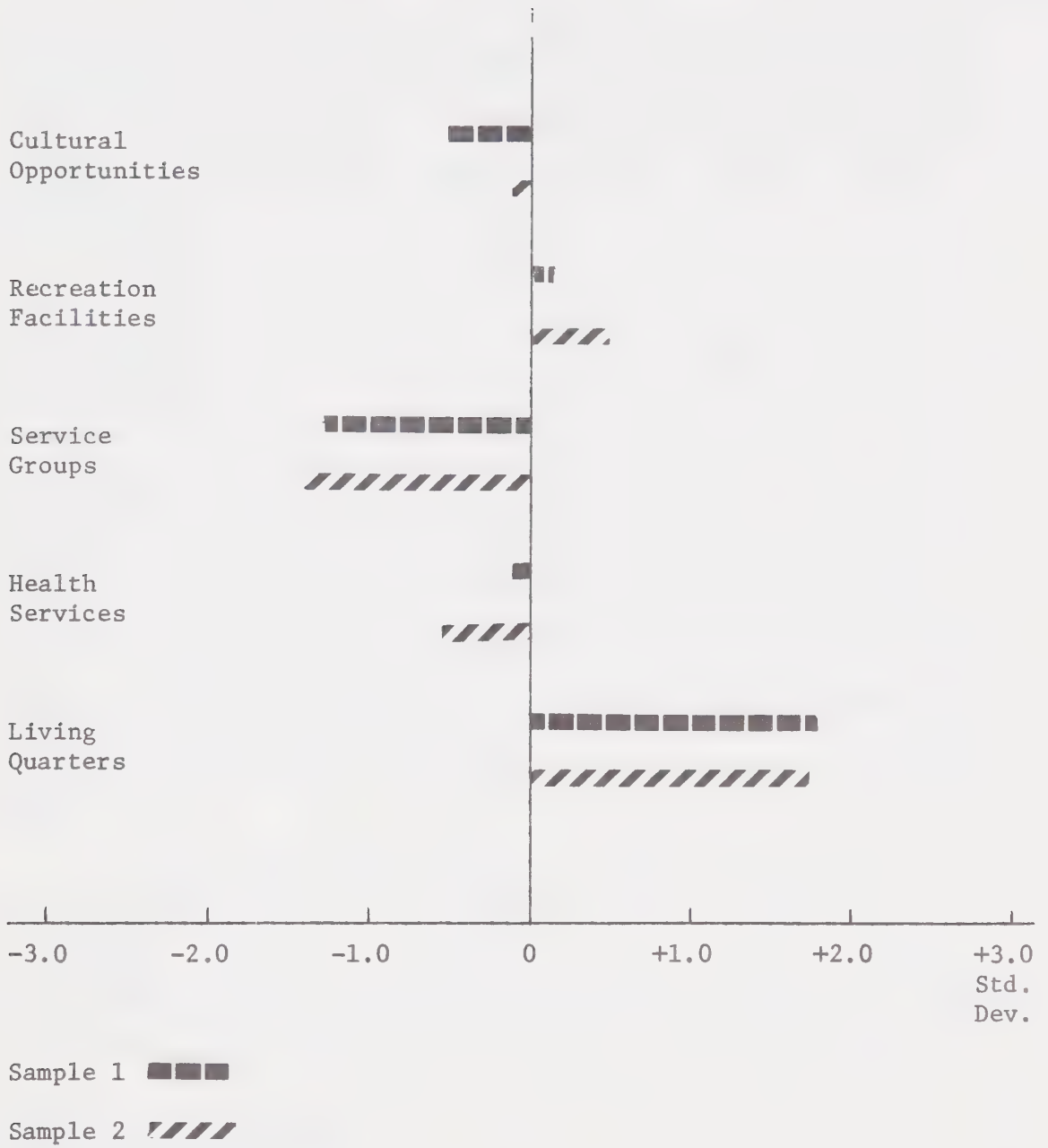


Figure 3
 Total Group Sample 1 and Sample 2
 Selection of Community Aspects
 That Affect Satisfaction

The total group of fifty Sample One teachers ranked living quarters and recreation facilities as contributing the most toward satisfaction, while service groups contributed the least toward satisfaction.

The thirty-one Sample Two teachers ranked living quarters as the number one satisfier, with the exception that teachers of one or two industrial education classes, and teachers with four or more years training ranked recreation facilities as the number one satisfier. This group ranked service groups as contributing the least toward satisfaction, with the exception that teachers, with over five years teaching experience, in schools with populations under fourteen hundred students, or teaching at the 32 course level, felt that health services contributed the least toward job satisfaction.

The major implications drawn from Table 3 show that the majority of teachers agreed that living quarters was the specific community aspect contributing the most toward satisfaction, while service groups and health services contributed the least toward satisfaction.

Wage and Benefit Aspects

The rank order of specific aspects and the scale values of the ranks are recorded in Table 4, p. 72, Appendix 1. The bar graph, Figure 4, p. 41, shows the rank order of the wage and benefit aspects by the total group in both Samples One and Two.

Salary was ranked as the primary wage and benefit satisfier and leave provisions ranked as second by teachers in Sample One.

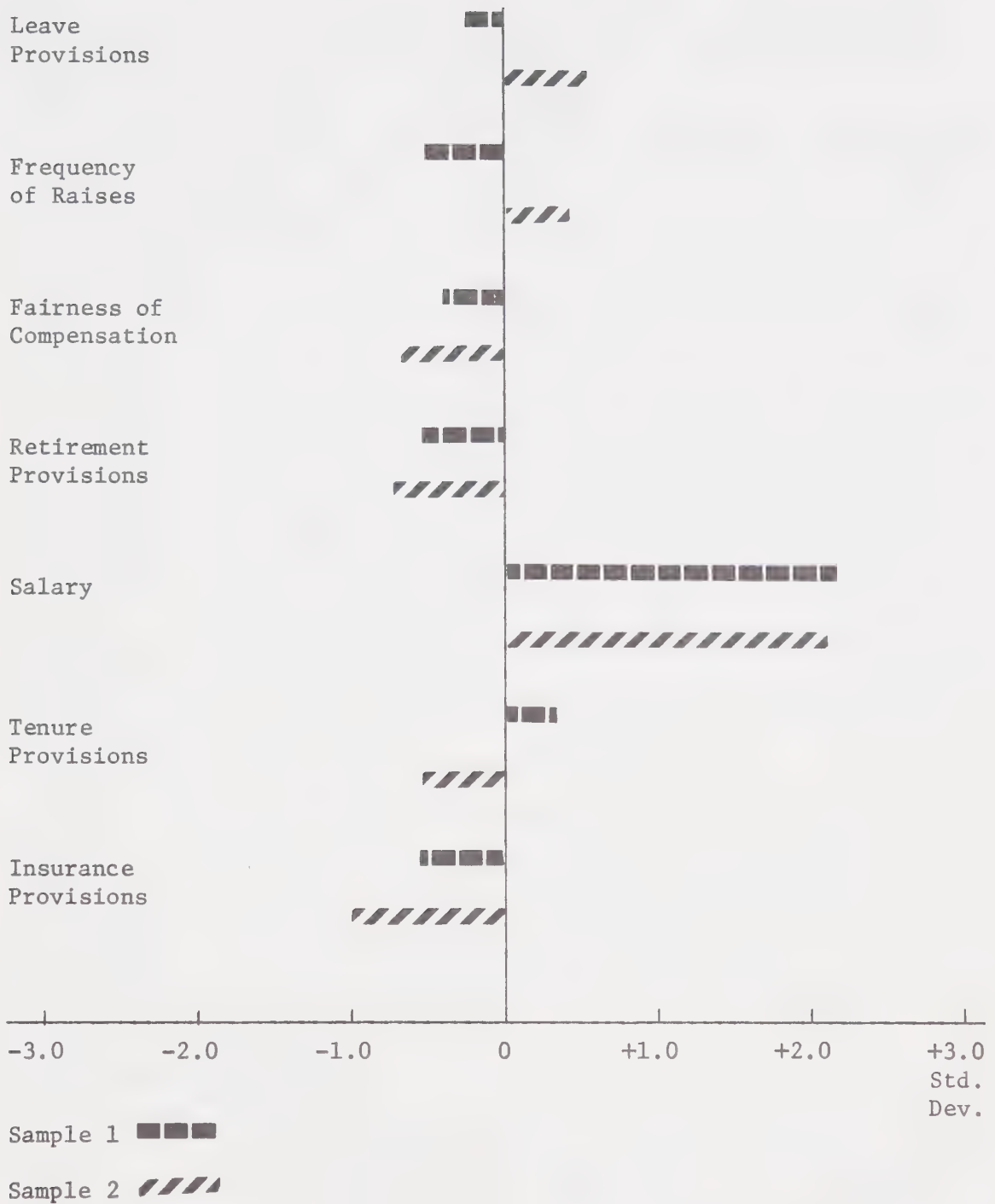


Figure 4

Total Group Sample 1 and Sample 2
 Selection of Wages and Benefits
 Aspects That Affect Satisfaction

Teachers in Sample Two ranked salary first, with leave provisions second in contributing to job satisfaction.

Sample One teachers ranked insurance provisions as contributing the least toward satisfaction, with the exception of teachers of one or two industrial education classes, or teachers with fourteen or less students, where frequency of raises contributed the least toward satisfaction.

Sample Two teachers were in agreement with those in Sample One, that insurance provisions contributed the least toward satisfaction. Exceptions were teachers in schools of less than fourteen hundred students or class sizes of fourteen or less students, where tenure provisions ranked as contributing the least toward satisfaction, while teachers at the 32 course level indicated fairness of compensation contributed the least toward their satisfaction.

The major implication drawn from Table 4 was that salary provisions was the primary wage and benefit aspect contributing toward satisfaction. Insurance provisions, tenure provisions and fairness of compensation contributed the least toward job satisfaction.

Working Condition Aspects

The rank order of specific working condition aspects and scale values are recorded in Table 5, p. 73, Appendix 1. The bar graph Figure 5, p. 43, shows the rank order of the working condition aspects by the total groups in both Samples One and Two.

In Sample One the total group of fifty teachers ranked time to teach, and class size as the primary contributor toward job

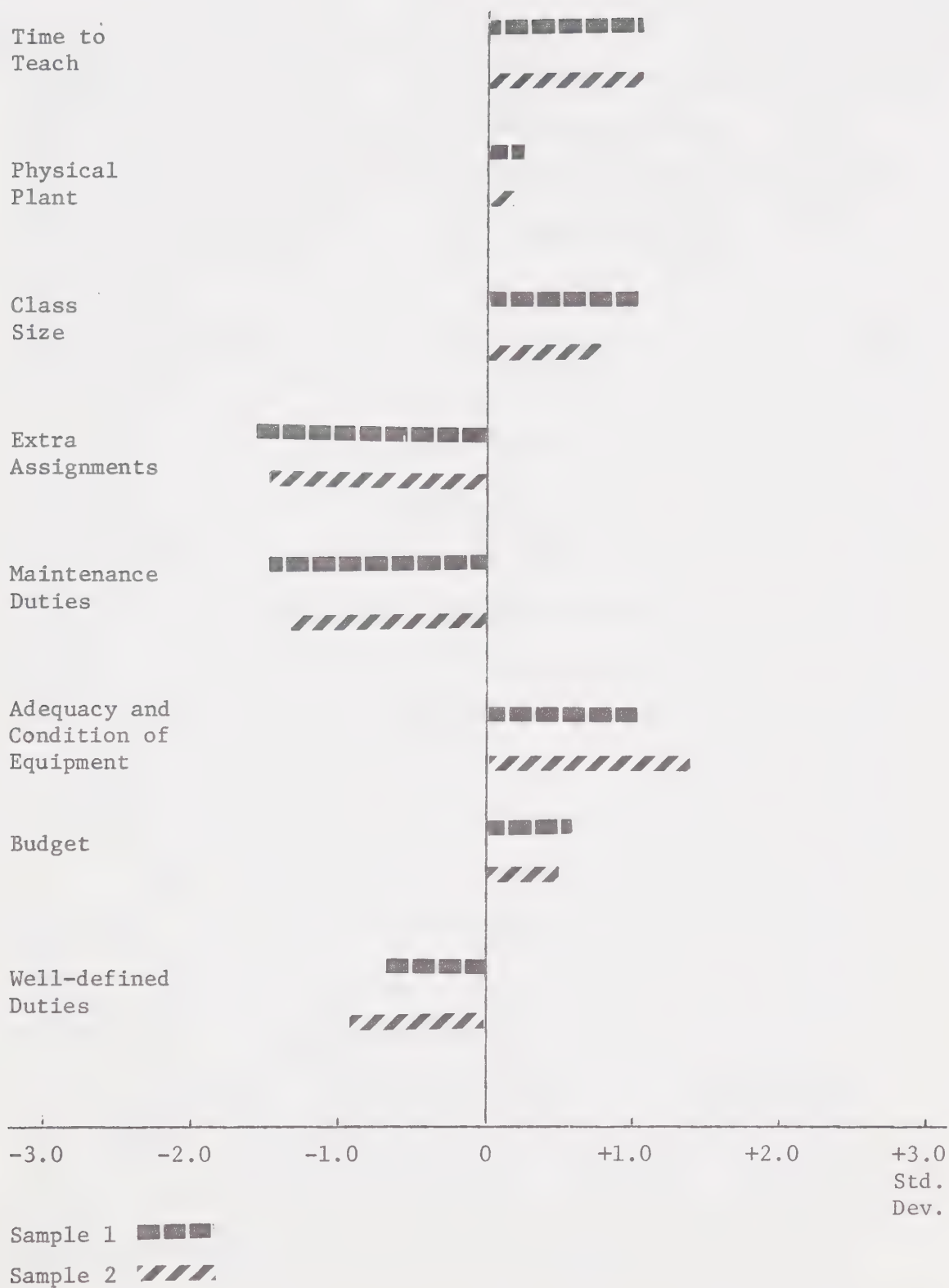


Figure 5

Total Group Sample 1 and Sample 2
 Selection of Working Conditions
 Aspects that Affect Satisfaction

satisfaction. Maintenance duties, and extra assignments ranked in that order, contributed the least toward satisfaction.

Teachers with one or two industrial education classes, in schools of fourteen hundred or more students, or teaching at the 12/22 course level, noted adequacy and condition of equipment as the primary satisfier. Teachers with four or more years of training indicated class size as the primary determinants in job satisfaction.

The total group of thirty-one Sample Two teachers noted adequacy and condition of equipment, and time to teach in that order as being primary to job satisfaction. Maintenance duties and extra assignments respectively ranked as contributing the least toward satisfaction. Teachers with five years or less experience felt class size (+1.265), time to teach (+1.259) in that order contributed the most toward job satisfaction, while maintenance duties and extra assignments ranked the least as contributors toward satisfaction.

The major implication drawn from Table 5 was that time to teach, class size, and adequacy and condition of equipment were the primary working condition aspects contributing to job satisfaction. Teachers in both samples agreed that maintenance duties and extra curricular assignments contributed the least toward their satisfaction. Teachers in the Sample Two experimental vocational schools expressed more concern over the adequacy and condition of equipment required to carry out their instructional program.

Student Aspects

The rank order of specific student aspects and scale values are recorded in Table 6, p. 74, Appendix 1. The bar graph Figure 6, p. 46, shows the rank order of the student aspects by the total groups in both Samples One and Two.

The total group of fifty in Sample One ranked attitude toward learning as the primary satisfier. Teachers in classes with under fourteen students felt that pupil cooperation and behavior ranked as the primary satisfier, while teachers at the 12/22 level noted pupil progress as the leading satisfier. All groups in Sample One indicated that preparation level of the students contributed the least toward job satisfaction.

The total group of teachers in Sample Two ranked pupil cooperation and behavior as the leading satisfier. Teachers with over five years experience, one or two classes, in schools of over fourteen hundred students, or teaching at the 32 level noted attitude toward learning was the primary aspect of job satisfaction. All groups in Sample Two agreed that preparation level of pupils contributed the least toward their job satisfaction.

The major implications drawn from Table 6 were that pupil cooperation and assistance, progress and attitude toward learning, were primary student aspects contributing to job satisfaction. All teachers agreed that preparation level of pupils contributed the least toward job satisfaction. Teachers in Sample One indicated a higher ranking of pupil progress than those in Sample Two.

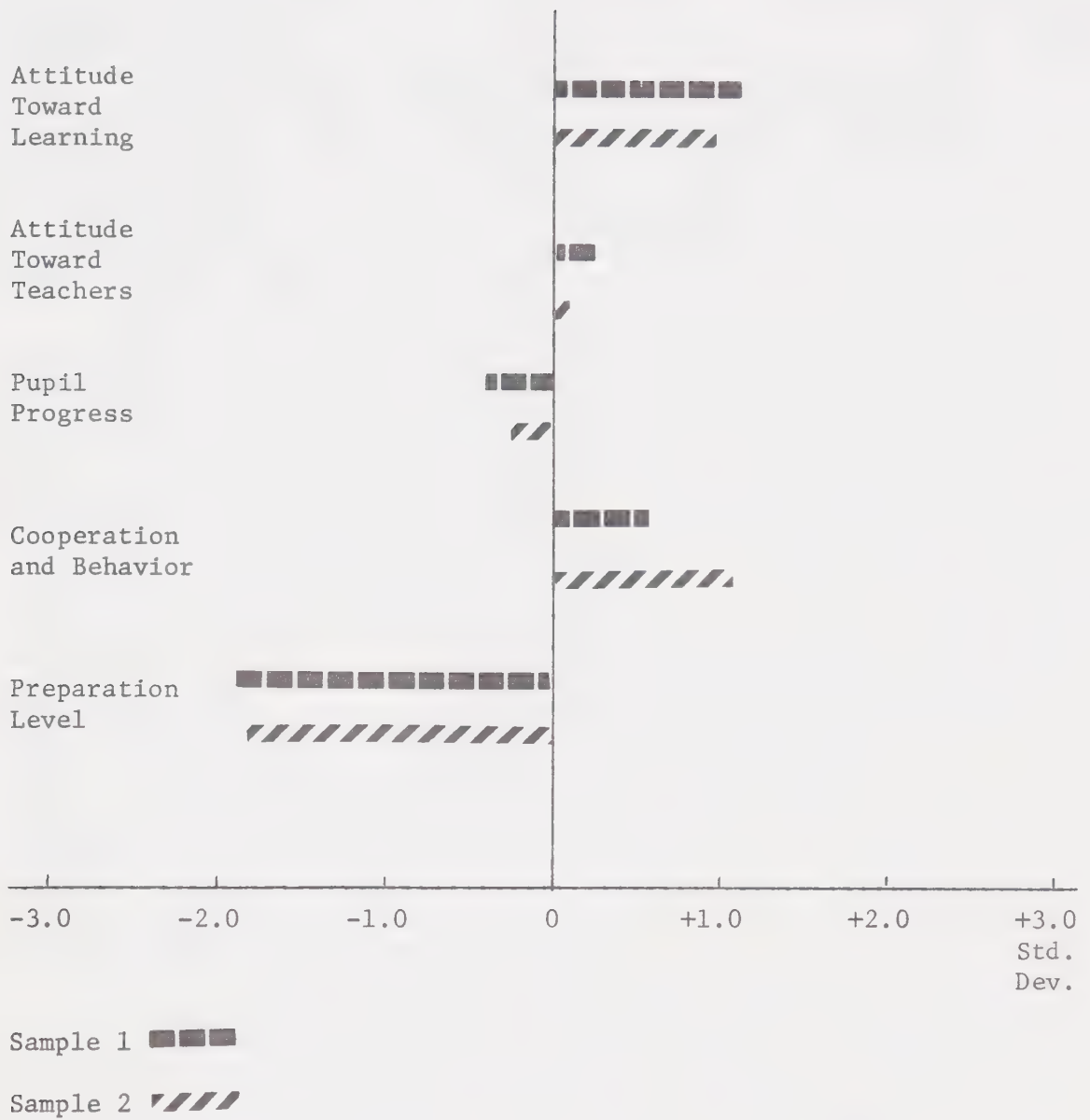


Figure 6

Total Group Sample 1 and Sample 2
 Selection of Student Aspects
 That Affect Satisfaction

Intrinsic Aspects

The rank order of specific aspects and scale values are recorded in Table 7, p. 75, Appendix 1. The bar graph Figure 7, p. 48, shows the rank order of the intrinsic aspects by the total groups in both Samples One and Two.

The total group of fifty in Sample One ranked freedom to plan their work as the number one intrinsic aspect satisfier. Interesting and challenging work ranked second. The last ranked satisfiers were advancement opportunities and parent-community respect and recognition.

The total group of thirty-one in Sample Two ranked the intrinsic aspects basically the same as Sample One, with the exception that the rank order of the last two satisfiers was reversed, parent-community respect and recognition, followed by advancement opportunities. Teachers at the 12/22 course level indicated opportunity for responsibility in decision making as contributing to less satisfaction than parent-community respect and recognition.

The major implications drawn from Table 7 were that freedom to plan one's own work and interesting and challenging assignments were primary intrinsic aspects with teachers in both Samples One and Two. Lack of opportunities for advancement, and poor parent-community respect and recognition, contributed the least toward job satisfaction.

Administration Aspects

The rank order of specific aspects and scale values are recorded in Table 8, p. 76, Appendix 1. The bar graph Figure 8, p. 49, shows the rank order of the administration aspects by the total groups in

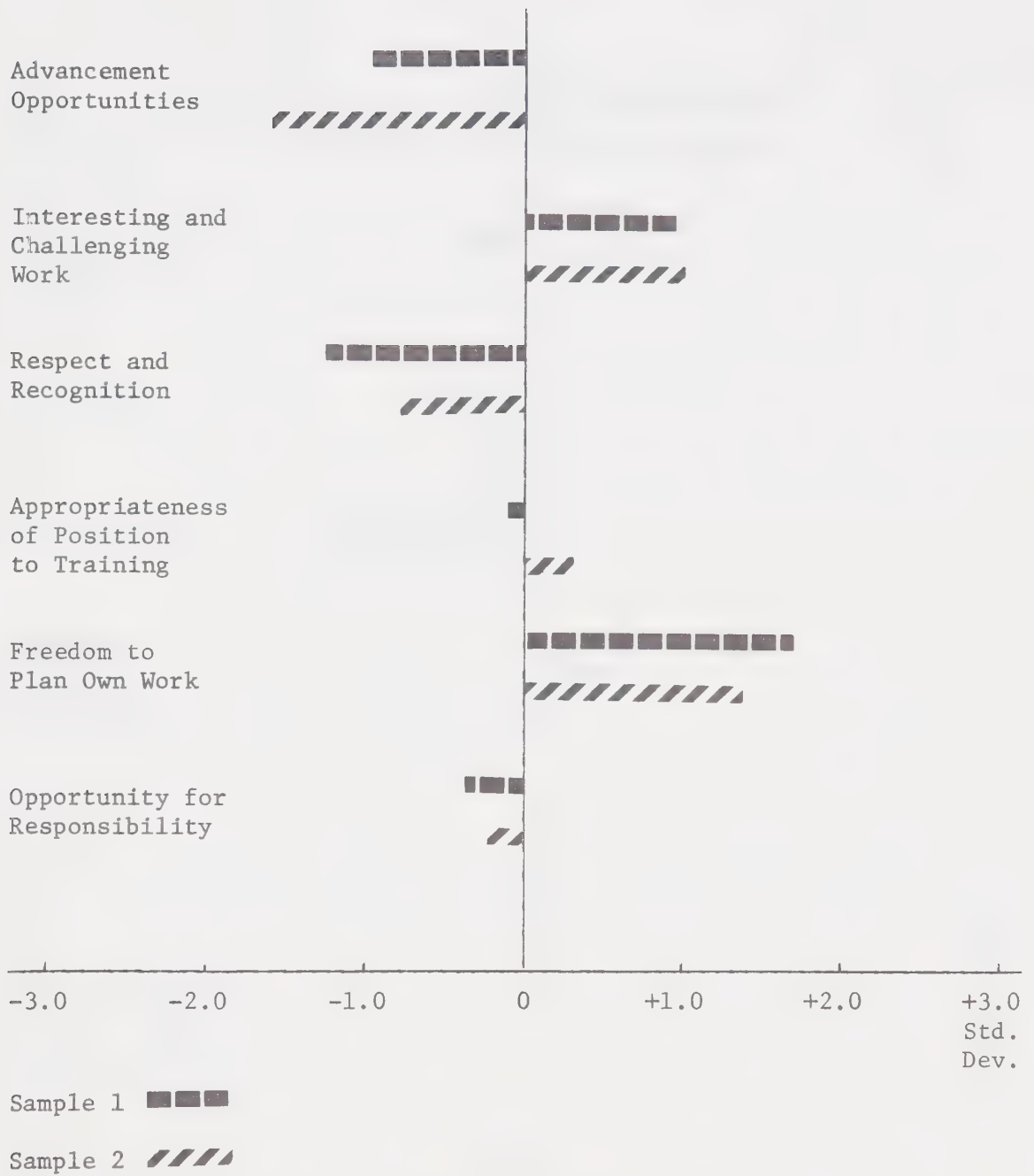


Figure 7

Total Group Sample 1 and Sample 2
 Selection of Intrinsic Aspects
 That Affect Satisfaction

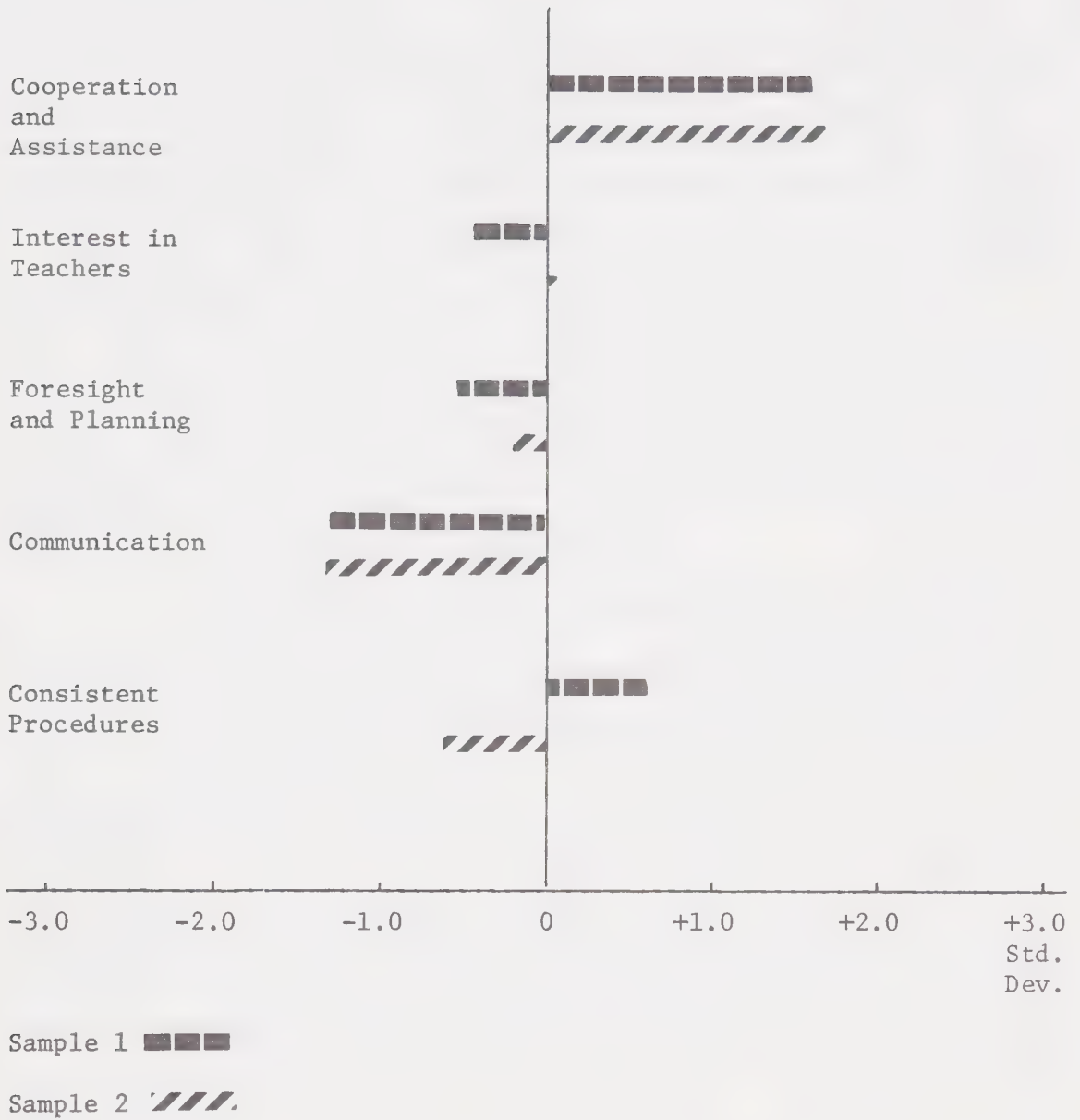


Figure 8
 Total Group Sample 1 and Sample 2
 Selection of Administration Aspects
 That Affect Satisfaction

both Samples One and Two.

The total group of fifty teachers in Sample One ranked cooperation and assistance as the leading administration satisfier. The order of the remaining satisfiers was consistent procedures, interest in teachers, foresight and planning, with communication of orders and decisions contributing the least toward job satisfaction.

The total group of thirty-one teachers in Sample Two differed slightly from the ranking in Sample One in that foresight and planning was ranked second and consistent procedures was assigned fourth ranking in contributing to job satisfaction.

The major implication drawn from Table 8 was that administration cooperation and assistance was the primary administration aspect contributing to job satisfaction, while communication of orders and decisions contributed the least toward job satisfaction in both Samples One and Two. Teachers in the experimental schools, Sample Two, indicated that consistent procedures ranked lower in terms of job satisfaction, while teachers in Sample One conventional vocational schools indicated foresight and planning ranked lower in the scale as a job satisfier.

Immediate Supervisor Aspects

The rank order of specific aspects and scale values of the ranks are recorded in Table 9, p. 77, Appendix 1. The bar graph Figure 9, p. 51, shows the rank order of the immediate supervisor aspects by the total groups in both Samples One and Two.

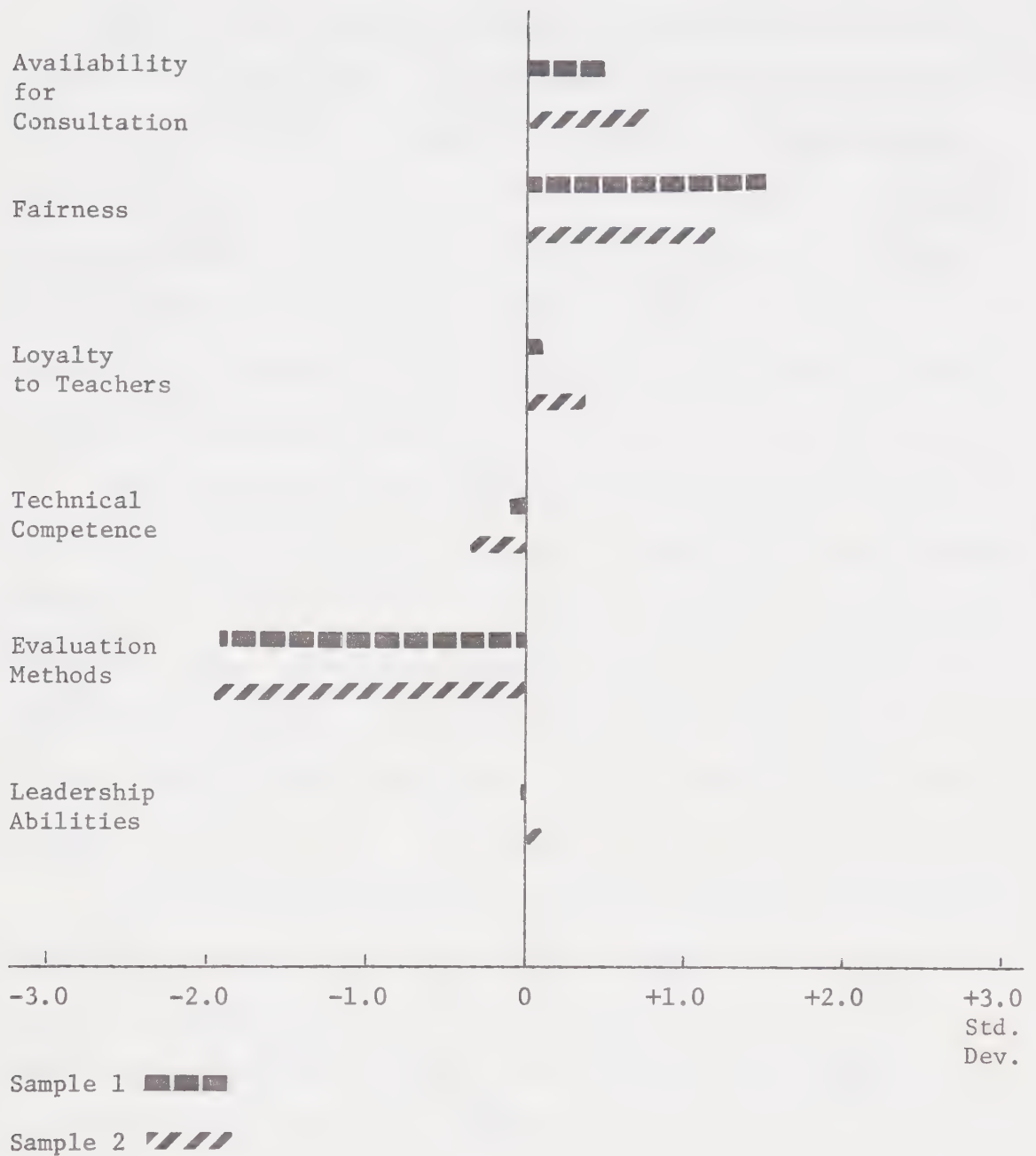


Figure 9

Total Group Sample 1 and Sample 2
 Selection of Immediate Supervisor
 Aspects That Affect Satisfaction

Fairness was ranked as the number one supervisor aspect for satisfaction in both Sample One, total group of fifty and Sample Two, total group of thirty-one teachers. Availability for consultation was ranked second, and loyalty to teachers third; leadership abilities, technical competence and evaluation methods, completed the ordering. The total groups in both Samples One and Two were in agreement that fairness was the leading satisfier while evaluation methods contributed the least toward job satisfaction.

Sample One teachers with three or more industrial education classes felt availability for consultation ranked first with leadership abilities second as primary job satisfiers. Sample Two teachers with five years or less experience, less than four years of training, teaching at the 32 course level, and with a class size of fourteen or less students, ranked availability for consultation as the primary satisfier.

The major implication drawn from Table 9 was that the immediate supervisor's fairness and availability for consultation were primary supervisor aspects contributing to job satisfaction. Technical competence and evaluation methods of the immediate supervisor contributed the least toward job satisfaction.

Summary of Chapter IV

Teachers in both samples, while differing in overall ranking of the major factors and specific aspects affecting their job satisfactions, were in agreement in the ranking of those factors which

contributed the most or the least toward job satisfaction.

The nature of these rankings (and possible mitigating circumstances) is discussed in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was concerned with identifying the job satisfactions of Alberta industrial vocational education teachers. The following questions were considered:

(1) What were the major factors and specific aspects affecting the job satisfactions of Alberta industrial vocational education teachers?

(2) Are there differences in agreement among teachers involved in the conventional vocational programs, and teachers involved in the four experimental vocational high schools regarding the major factors and specific aspects affecting their job satisfaction?

(3) Are years of teaching experience, school size, number of classes taught each day, course level taught, and years of training, influential in determining primary job satisfactions of industrial vocational education teachers in Alberta?

The Eight Major Factors and Specific Aspects of each factor established by Kenneke's survey of Oregon industrial education teachers and purporting to measure job satisfaction was the basis for the development of "An Opinionaire on Job Satisfaction of Vocational Education Teachers in Alberta High Schools."

The population of this study was the industrial vocational

education teachers employed in teaching the 12, 22 and 32 level courses in June, 1971. From this population two discrete samples were drawn. Sample One contained fifty teachers randomly selected from a total group of three hundred and thirty-five teachers who were teaching in conventional vocational schools in Alberta. Sample Two involved thirty-one out of thirty-four teachers in four high schools designated as part of the Department of Education's experimental program in industrial education.

The data contained on the returned questionnaires were analyzed according to a modification of Thurstone's model for comparative judgment. Sets of scale values were thus generated for both samples, for the various ranks assigned by the teachers, as to what factors and specific aspects affected their job satisfaction. The ranks and scale values were organized in the form of tables for comparative analysis.

Major Factors

Teachers in both Samples One and Two, while differing in the ranking of the major factors, ranked in the same order of importance the three primary factors contributing to job satisfaction. These factors were relationship with students, the conditions under which the teacher carried out his assignment, and intrinsic factors. Administration and community factors were ranked as contributing the least toward job satisfaction by both groups.

Specific Aspects

Faculty. Relationships with fellow teachers, both on a personal and professional level, were ranked as the primary faculty aspects contributing to job satisfaction by teachers in both samples. Professionalism of staff and the image or reputation of the department were ranked as contributing the least toward job satisfaction.

Community. Living quarters and recreation facilities were ranked by teachers in both samples as primary community aspects contributing to job satisfaction. Health services were ranked as contributing the least toward job satisfaction.

Wages and Benefits. Salary provisions was the primary wage and benefit aspect contributing toward job satisfaction of teachers in both samples. Insurance provisions, tenure provisions and fairness of compensation contributed the least toward job satisfaction.

Working Conditions. Time to teach, class size, and adequacy and condition of equipment were the primary working condition aspects contributing to job satisfaction. Teachers in both samples agreed that maintenance duties and extracurricular assignment contributed the least toward their satisfactions. Teachers in the Sample Two, experimental schools, ranked the adequacy and condition of equipment required to carry out their instructional program higher in terms of contributing to their job satisfaction.

Students. Pupil cooperation and assistance, attitude toward learning and progress were primary aspects contributing to job satisfaction by teachers in both samples. All teachers were in agreement

that preparation level of pupils contributed the least toward job satisfaction. Teachers in the experimental programs, Sample Two, ranked pupil progress lower than those in the conventional programs, Sample One. Teachers' low ranking of the specific aspect preparation level of students reflects an attitude that seems to permeate various facets of the educational spectrum, the tendency to fault the previous level of learning as being inadequate. Teachers' higher ranking of the specific aspects attitude toward learning, and cooperation and behavior indicates two areas that would be under more control of the teacher in his own class situation.

Intrinsic. Freedom to plan one's own work and interesting and challenging work were primary intrinsic aspects contributing to job satisfaction by teachers in both samples. Lack of opportunities for advancement and poor parent-community respect and recognition ranked as contributing the least toward job satisfaction.

Administration. Teachers in both samples ranked administration cooperation and assistance as the primary administrative aspect contributing toward job satisfaction, while communication of orders and decisions contributed the least toward the teacher's job satisfaction in both Samples One and Two. Teachers in the Sample Two experimental programs indicated that consistent procedures ranked lower in terms of job satisfaction, while teachers in Sample One, conventional programs, indicated foresight and planning ranked lower in the scale as a job satisfier. Though industrial vocational teachers ranked cooperation and assistance as the primary satisfier, the low ranking

of communication would seem to indicate that many industrial vocational teachers are left to teach their programs with little concern for administration communication.

Immediate Supervisor. The immediate supervisors' fairness and availability for consultation were primary supervisor aspects contributing to job satisfaction by the total group of teachers in both samples, while technical competence and evaluation methods contributed the least toward job satisfaction.

Conclusions

The findings of this study suggest that:

Alberta high school industrial vocational education teachers, in both samples, while differing in the overall ranking of the major factors and specific aspects affecting their job satisfactions, were in agreement in the ranking of those factors that contributed the most or the least toward job satisfaction.

The major sources of job satisfaction were relationships with students, the conditions under which the teacher carried out his work and intrinsic factors. Specific aspects contributing to satisfaction with students were pupil cooperation and assistance, attitude toward learning, and progress. Satisfaction with conditions of work centered around time to teach, class size, and adequacy and condition of equipment. Teachers in both samples agreed that maintenance duties and extracurricular assignments contributed the least toward satisfaction. Teachers in Sample Two experimental schools ranked higher the adequacy

and condition of equipment required to carry out their instructional program. It seemed possible that heavier enrollments in courses and the increase of shop utilization in the experimental schools indicated a need for more equipment and better provisions for maintenance of the equipment required in the programs.

Teachers in Sample Two experimental schools ranked pupil progress lower than those in Sample One. This, in part, could have been caused by the fact that the increases in student enrollments were at the first year, 12 course level, and indications of pupil progress in the first year of the program would not have been so evident.

Teachers in both samples implied that lack of opportunities for advancement and poor parent-community relations contributed the least toward job satisfaction.

Communication of orders, and decisions, contributed the least of all the specific aspects of administration toward job satisfaction by all teachers. This, in part, would follow from a general feeling by most industrial education teachers that many administrative decisions closely affecting industrial education programs are made by administrators who are removed from first hand experience in the field of industrial education. Further support to this statement can be found, in that teachers in both Samples One and Two indicated that technical competence and evaluation methods of the immediate supervisor contributed the least toward the job satisfaction of the industrial education teachers.

Teachers' low ranking of evaluation methods may lead to speculation that the role of the immediate supervisor, in terms of industrial vocational education evaluation, is of little consequence to the industrial vocational teacher. The teachers' view of the immediate supervisor may be one of a facilitator rather than an evaluator.

The years of teaching experience, school size, number of classes taught each day, course level taught and years of training were influential in determining primary job satisfiers in both Samples One and Two.

The course level taught, number of classes taught each day, and years of teaching experience were the major variables affecting differences in assignment of entities as primary satisfiers. School size, years of training, and class size were less influential in affecting differences from the consensual ordering of primary satisfiers.

The findings of this study suggest similar areas of agreement with Kenneke's Oregon study. Alberta industrial vocational teachers ranked relationship with students, the conditions under which the teacher carried out his work, and intrinsic factors as the major sources of job satisfaction, while administration and community factors ranked as contributing the least toward job satisfaction. Kenneke's study of Oregon industrial education teachers indicated that the primary sources of job satisfaction involved conditions under which the teacher carried out his work, working with students,

and social and professional relationships with teachers. The Oregon teachers' leading causes of dissatisfaction included poor economic considerations, conditions not conducive to effective instruction and administrative procedures and policies.

Recommendations

There are two sets of recommendations from this study. The first set deals with those factors and specific aspects that were primary in contributing toward the job satisfaction of the industrial vocational education teachers:

1. student's attitude toward learning, and cooperation and behavior
2. working conditions involving time to teach, class size, and adequacy and condition of equipment
3. intrinsic factors related to freedom to plan one's own work, interesting and challenging work, and appropriateness of the position to training.

It is recommended that administrators and supervisors consider these primary satisfiers for influencing school trustees and other leaders in school communities in developing the school conditions which would attract and hold good teachers.

The second set of recommendations stems from the factors and specific aspects which teachers indicated as contributing the least in terms of job satisfaction. These areas need to be critically evaluated to determine if they are active agents of dissatisfaction or simply inconsequential to the teachers:

1. student-teacher relationships, with emphasis upon attitude towards teacher, and the preparation level of students

2. intrinsic aspects of teaching, in terms of lack of opportunities for advancement, and poor parent-community respect and recognition
3. working conditions, with emphasis upon maintenance duties and extracurricular assignments
4. wages and benefits, with emphasis upon insurance provisions, tenure provisions and fairness of compensations
5. faculty interactions, with emphasis upon professional relationships existing within the staff, and the teachers' feelings toward the industrial and vocational departments within the school
6. immediate supervisor, with emphasis upon technical competence, and evaluation methods, as they relate to industrial and vocational education
7. school administration, with emphasis upon procedural consistency, communication of orders and decisions, and foresight and planning.

It is further recommended that subsequent studies be undertaken:

1. a follow-up study might provide insights into any changes in the perceptions of teachers over time. The opinionnaire could be administered in the fall and again in the spring to provide comparable results
2. a replication of the present study involving industrial arts teachers in junior, junior-senior, and senior high schools
3. a study involving two samples of randomly selected teachers, one sample to be directed toward teacher response in terms of job satisfaction and the second sample toward teacher response in terms of job dissatisfaction
4. duplication of this type of study, using groups of teachers in the various subject areas.

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APPENDIX 1

Table 1. Rank Order of Major Job Factors That Affect Job Satisfaction

Sample Number	N =	Faculty			Wages and Benefits			Adminis- tration			Students			Working Conditions			Immediate Supervisor			Community			Intrinsic		
		Rank		Rank	Rank		Rank	Rank		Rank	Rank		Rank	Rank		Rank	Rank		Rank	Rank		Rank	Rank		Rank
Total Group	1 50	5	-0.53	4	+0.10	7	-0.94	1	+1.31	2	+1.13	6	-0.62	8	-1.52	3	+1.08								
	2 31	6	-0.51	4	+0.22	7	-1.04	2	+1.05	3	+1.02	5	-0.37	8	-1.65	1	+1.28								
Teaching Experience	1 29	5	-0.57	4	+0.09	6	-0.81	1	+1.38	2	+1.24	7	-0.84	8	-1.42	3	+0.93								
5 Years or Less	2 13	6	-0.47	4	+0.02	7	-1.28	3	+0.78	2	+0.84	5	-0.10	8	-1.41	1	+1.67								
Teaching Experience	1 21	6	-0.42	4	+0.13	7	-1.10	2	+1.14	3	+0.93	5	-0.29	8	-1.65	1	+1.27								
Over 5 Years	2 18	5	-0.51	4	+0.42	7	-0.80	1	+1.20	2	+1.09	6	-0.58	8	-1.76	3	+0.93								
1 or 2 Industrial	1 28	5	-0.44	4	-0.10	7	-1.03	1	+1.67	2	+1.10	6	-0.58	8	-1.36	3	+0.75								
Education Classes	2 13	5	-0.34	4	+0.34	7	-0.99	2	+0.94	3	+0.94	6	-0.99	8	-1.38	1	+1.44								
3 or More Industrial	1 22	6	-0.66	4	+0.34	7	-0.77	3	+0.83	2	+1.04	5	-0.62	8	-1.62	1	+1.45								
Education Classes	2 18	6	-0.64	4	+0.13	7	-1.01	3	+1.06	1	+1.09	5	+0.04	8	-1.75	2	+1.08								
Size of School	1 21	5	-0.56	4	+0.38	7	-1.06	1	+1.30	3	+0.82	6	-0.85	8	-1.30	2	+1.28								
Under 1400 Students	2 14	6	-0.72	4	+0.33	7	-1.11	3	+0.67	2	+1.26	5	-0.67	8	-1.22	1	+1.47								
Size of School	1 29	6	-0.49	4	-0.11	7	-0.81	1	+1.29	2	+1.31	5	-0.45	8	-1.64	3	+0.90								
1400 Students & Over	2 17	6	-0.28	4	+0.14	7	-0.96	1	+1.27	3	+0.72	5	-0.05	8	-1.92	2	+1.08								
Less than 4 Years	1 28	5	-0.42	4	+0.26	7	-0.91	1	+1.34	3	+0.93	6	-0.63	8	-1.65	2	+1.08								
of Training	2 15	6	-0.68	4	+0.17	7	-0.97	2	+1.13	3	+1.07	5	-0.67	8	-1.21	2	+1.49								
4 or More Years	1 22	6	-0.65	4	-0.13	7	-0.95	2	+1.20	1	+1.39	5	-0.61	8	-1.33	3	+1.08								
of Training	2 16	6	-0.38	4	+0.53	7	-1.06	3	+0.80	2	+0.95	5	-0.06	8	-1.91	1	+1.14								
12/22 Course	1 19	5	-0.54	4	+0.12	7	-0.67	2	+0.99	3	+0.98	6	-0.55	8	-1.74	1	+1.42								
Level	2 13	6	-0.44	4	+0.39	7	-0.77	3	+0.77	1	+0.99	5	-0.25	8	-2.13	2	+0.95								
32 Course	1 31	5	-0.55	4	+0.09	7	-1.08	1	+1.50	2	+1.15	6	-0.65	8	-1.34	3	+0.88								
Level	2 18	5	-0.50	4	+0.10	7	-1.20	2	+1.17	3	+0.94	6	-0.70	8	-1.23	1	+1.43								
Class Size	1 22	6	-0.64	4	+0.19	7	-0.83	1	+1.17	2	+1.14	5	-0.43	8	-1.69	3	+1.08								
14 Students & Under	2 16	5	-0.41	4	+0.32	7	-1.11	3	+0.88	2	+1.08	6	-0.44	8	-1.63	1	+1.30								
Class Size	1 28	5	-0.38	4	+0.03	7	-1.00	1	+1.38	2	+1.10	6	-0.79	8	-1.41	3	+1.07								
Over 14 Students	2 15	6	-0.66	4	+0.09	7	-1.01	2	+1.17	3	+0.98	5	-0.30	8	-1.57	1	+1.29								

Table 2. Rank Order of Faculty Aspects

	Sample Number	N =	Congenial			Co-teachers			Department Reputation			Competent Co-teachers			Departments Relations			Rank	Professionalism of Staff
			Rank		Rank	Rank		Rank	Rank		Rank	Rank		Rank	Rank				
Total Group	1	50	2	+0.33	5	-0.56	1	+1.78	3	-0.43	4	-0.55							
	2	31	2	+0.67	5	-1.63	1	+1.34	3	-0.02	4	-0.36							
Teaching Experience 5 Years or Less	1	29	2	+0.19	5	-1.00	1	+1.85	4	-0.56	3	-0.47							
	2	13	1	+1.13	5	-1.68	2	+0.65	3	+0.43	4	-0.53							
Teaching Experience Over 5 Years	1	21	2	+0.49	5	-1.21	1	+1.67	3	-0.28	4	-0.66							
	2	18	2	+0.24	5	-1.38	1	+1.70	4	-0.36	3	-0.20							
1 or 2 Industrial Education Classes	1	28	2	+0.23	4	-0.94	1	+1.77	3	-0.11	5	-0.95							
	2	13	2	+0.50	5	-1.59	1	+1.32	4	-0.59	3	+0.37							
3 or More Industrial Education Classes	1	22	2	+0.40	5	-1.22	1	+1.66	4	-0.75	3	-0.10							
	2	18	2	+0.69	5	-1.56	1	+1.26	3	+0.27	4	-0.66							
Size of School Under 1400 Students	1	21	2	+0.45	5	-1.11	1	+1.73	3	-0.46	4	-0.61							
	2	14	4	-0.03	5	-1.73	2	+0.42	1	+1.35	3	-0.01							
Size of School 1400 Students & Over	1	29	2	+0.20	5	-1.12	1	+1.81	3	-0.38	4	-0.51							
	2	17	2	+0.80	5	-1.16	1	+1.52	4	-0.73	3	-0.42							
Less than 4 Years of Training	1	28	2	+0.36	5	-1.17	1	+1.75	3	-0.44	4	-0.50							
	2	15	2	+0.33	5	-1.76	1	+1.34	3	+0.09	4	0.00							
4 or More Years of Training	1	22	2	+0.29	5	-1.04	1	+1.80	3	-0.42	4	-0.63							
	2	16	2	+0.98	5	-1.25	1	+1.32	3	-0.22	4	-0.84							
12/22 Course Level	1	19	2	+0.06	5	-1.37	1	+1.72	4	-0.40	3	-0.02							
	2	13	1	+1.11	5	-1.67	2	+0.79	3	+0.29	4	-0.52							
32 Course Level	1	31	2	+0.49	5	-0.91	1	+1.73	3	-0.42	4	-0.89							
	2	18	2	+0.24	5	-1.45	1	+1.65	4	-0.24	3	-0.20							
Class Size 14 Students & Under	1	22	2	+0.30	5	-0.95	1	+1.82	3	-0.47	4	-0.70							
	2	16	2	+0.70	5	-1.69	1	+1.27	4	-0.20	3	-0.09							
Class Size Over 14 Students	1	28	2	+0.33	5	-1.22	1	+1.75	3	-0.42	4	-0.43							
	2	15	2	+0.63	5	-1.50	1	+1.35	3	+0.23	4	-0.70							

Table 3. Rank Order of Community Aspects

	Sample Number	N	Rank	Living Quarters	Rank	Health Services	Rank	Service Groups	Rank	Recreation Facilities	Rank	Cultural Opportunities
Total Group	1	50	1	+1.75	3	-0.06	5	-1.30	2	+0.11	4	-0.50
	2	31	1	+1.65	4	-0.55	5	-1.36	2	+0.34	3	-0.07
Teaching Experience	1	29	1	+1.60	3	+0.04	5	-1.50	2	+0.22	4	-0.37
5 Years or Less	2	13	1	+1.33	2	+0.80	5	-1.54	3	-0.17	4	-0.43
Teaching Experience	1	21	1	+1.87	3	-0.18	5	-1.02	2	-0.01	4	-0.66
Over 5 Years	2	18	1	+1.54	5	-1.16	4	-1.00	2	+0.53	3	+0.10
1 or 2 Industrial	1	28	1	+1.84	3	-0.09	4	-0.84	2	+0.03	5	-0.95
Education Classes	2	13	2	+0.90	4	-1.16	5	-1.20	1	+1.16	3	+0.30
3 or More Industrial	1	22	1	+1.14	4	-0.02	5	-1.84	3	+0.19	2	+0.53
Education Classes	2	18	1	+1.80	4	-0.30	5	-1.29	2	+0.04	3	-0.17
Size of School	1	21	1	+1.81	2	-0.01	5	-1.17	3	-0.01	4	-0.62
Under 1400 Students	2	14	1	+1.84	5	-0.78	3	-0.58	2	+0.29	4	-0.77
Size of School	1	29	1	+1.69	3	-0.10	5	-1.39	2	+0.20	4	-0.40
1400 Students & Over	2	17	1	+1.15	4	-0.26	5	-1.79	3	+0.38	2	+0.52
Less than 4 Years	1	28	1	+1.71	3	+0.02	5	-1.38	2	+0.09	4	-0.43
of Training	2	15	1	+1.44	3	+0.38	4	-1.04	5	-1.23	2	+0.44
4 or More Years	1	22	1	+1.81	3	-0.22	5	-1.17	2	+0.11	4	-0.53
of Training	2	16	2	+0.99	4	-0.92	5	-1.08	1	+1.37	3	-0.35
12/22 Course	1	19	1	+1.92	3	-0.32	5	-0.92	2	-0.08	4	-0.60
Level	2	13	1	+1.45	3	+0.16	5	-1.63	2	+0.34	4	-0.31
32 Course	1	31	1	+1.61	3	+0.07	5	-1.47	2	+0.22	4	-0.43
Level	2	18	1	+1.66	5	-1.06	4	-1.01	2	+0.29	3	+0.12
Class Size	1	22	1	+1.59	2	+0.44	5	-1.45	3	-0.19	4	-0.39
14 Students & Under	2	16	1	+1.36	3	+0.05	5	-1.21	2	+0.82	4	-1.01
Class Size	1	28	1	+1.78	3	-0.49	5	-1.07	2	+0.35	4	-0.57
Over 14 Students	2	15	1	+1.63	4	-0.87	5	-1.20	3	+0.04	2	+0.40

Table 4. Rank Order of Wages and Benefits Aspects

Sample Number	N =	Rank	Insurance Provisions	Rank	Tenure Provisions	Rank	Salary	Rank	Retirement Provisions	Rank	Fairness of Compensation	Rank	Frequency of Raises	Rank	Leave Provisions
Total Group	1 50	7	-0.97	2	+0.28	1	+2.29	5	-0.52	4	-0.37	6	-0.55	3	-0.17
	2 31	7	-0.99	4	-0.51	1	+2.08	6	-0.80	5	-0.64	3	+0.32	2	+0.55
Teaching Experience	1 29	7	-0.83	2	+0.62	1	+2.20	6	-0.69	4	-0.50	5	-0.54	3	-0.27
5 Years or Less	2 13	7	-1.06	4	-0.40	1	+1.85	5	-0.61	6	-1.01	3	+0.35	2	+0.89
Teaching Experience	1 21	7	-1.12	5	-0.29	1	+2.30	4	-0.21	3	-0.13	6	-0.54	2	-0.01
Over 5 Years	2 18	7	-1.07	6	-0.61	1	+2.12	5	-0.67	4	-0.52	3	+0.35	2	+0.39
1 or 2 Industrial	1 28	6	-0.46	2	-0.08	1	+2.40	5	-0.42	4	-0.37	7	-0.77	3	-0.38
Education Classes	2 13	7	-1.18	4	-0.07	1	+2.16	5	-0.47	6	-0.75	3	-0.13	2	+0.42
3 or More Industrial	1 22	7	-1.51	2	+0.71	1	+1.93	6	-0.57	5	-0.32	4	-0.28	3	-0.04
Education Classes	2 18	7	-0.93	6	-0.83	1	+1.90	5	-0.78	4	-0.65	3	+0.63	2	+0.66
Size of School	1 21	7	-1.26	2	+0.25	1	+2.22	6	-0.51	4	-0.20	5	-0.35	3	-0.15
Under 1400 Students	2 14	4	-0.37	7	-0.75	1	+2.30	5	-0.73	6	-0.68	3	+0.096	2	+0.13
Size of School	1 29	5	-0.57	2	+0.30	1	+2.31	4	-0.49	6	-0.58	7	-0.80	3	-0.17
1400 Students & Over	2 17	7	-1.57	4	-0.33	1	+1.61	5	-0.52	6	-0.64	3	+0.50	2	+0.95
Less than 4 Years	1 28	7	-0.91	2	-0.01	1	+2.35	5	-0.40	4	-0.21	6	-0.65	3	-0.16
of Training	2 15	5	-0.71	4	-0.24	1	+1.72	6	-0.94	7	-1.23	3	+0.48	2	+0.92
4 or More Years	1 22	7	-1.02	2	+0.72	1	+2.11	6	-0.65	5	-0.57	4	-0.44	3	-0.15
of Training	2 16	7	-1.20	6	-0.90	1	+2.14	5	-0.37	4	+0.01	3	+0.14	2	+0.17
12/22 Course	1 19	7	-1.30	2	+0.34	1	+2.17	5	-0.43	4	-0.14	6	-0.54	3	-0.10
Level	2 13	7	-1.12	5	-0.42	1	+2.19	6	-0.75	4	-0.31	3	+0.05	2	+0.36
32 Course	1 31	7	-0.74	2	+0.24	1	+2.34	6	-0.58	4	-0.51	5	-0.55	3	-0.20
Level	2 18	6	-0.90	4	-0.67	1	+1.87	5	-0.70	7	-0.92	3	+0.51	2	+0.82
Class Size	1 22	4	-0.20	2	-0.10	1	+2.35	6	-0.70	5	-0.34	7	-0.89	3	-0.13
14 Students & Under	2 16	4	-0.49	7	-1.04	1	+1.86	5	-0.73	6	-0.88	3	+0.44	2	+0.85
Class Size	1 28	7	-1.52	2	+0.58	1	+2.01	5	-0.32	6	-0.36	4	-0.21	3	-0.18
Over 14 Students	2 15	7	-1.42	4	-0.18	1	+2.07	6	-0.52	5	-0.50	3	+0.21	2	+0.33

Table 5. Rank Order of Working Condition Aspects

Sample Number	N =	Well Defined Duties				Budget				Adequacy & Condition of Equip.				Maintenance Duties				Extra Assignments				Class Size				Physical Plant				Rank				Rank				Time to Teach			
		Rank	Well Defined Duties	Rank	Budget	Rank	Adequacy & Condition of Equip.	Rank	Maintenance Duties	Rank	Extra Assignments	Rank	Class Size	Rank	Physical Plant	Rank	Time to Teach	Rank	Class Size	Rank	Physical Plant	Rank	Time to Teach	Rank	Class Size	Rank	Physical Plant	Rank	Time to Teach	Rank	Class Size	Rank	Physical Plant	Rank	Time to Teach	Rank	Class Size	Rank	Physical Plant	Rank	Time to Teach
Total Group	1 50	6	-0.62	4	+0.56	3	+0.90	7	-1.47	8	-1.54	2	+0.97	5	+0.19	1	+1.00	1	+0.97	5	+0.19	1	+1.00	1	+0.97	5	+0.19	1	+1.00	1	+0.97	5	+0.19	1	+1.00	1	+0.97	5	+0.19	1	+1.00
	2 31	6	-0.86	4	+0.47	1	+1.27	7	-1.30	8	-1.47	3	+0.75	5	+0.14	2	+1.00	2	+0.75	5	+0.14	2	+1.00	2	+0.75	5	+0.14	2	+1.00	2	+0.75	5	+0.14	2	+1.00	2	+0.75	5	+0.14	2	+1.00
Teaching Experience	1 29	6	-0.68	4	+0.41	3	+0.82	7	-1.43	8	-1.47	1	+1.16	5	+0.12	2	+1.08	1	+1.16	5	+0.12	2	+1.08	1	+1.16	5	+0.12	2	+1.08	1	+1.16	5	+0.12	2	+1.08	1	+1.16	5	+0.12	2	+1.08
5 Years or Less	2 13	6	-0.72	4	+0.14	3	+0.81	7	-1.16	8	-1.51	1	+1.27	5	-0.08	2	+1.26	2	+1.27	5	-0.08	2	+1.26	2	+1.27	5	-0.08	2	+1.26	2	+1.27	5	-0.08	2	+1.26	2	+1.27	5	-0.08	2	+1.26
Teaching Experience	1 21	6	-0.60	3	+0.80	2	+1.03	7	-1.34	8	-1.63	4	+0.64	5	+0.06	1	+1.05	1	+0.64	5	+0.06	1	+1.05	1	+0.64	5	+0.06	1	+1.05	1	+0.64	5	+0.06	1	+1.05	1	+0.64	5	+0.06	1	+1.05
Over 5 Years	2 18	6	-0.84	3	+0.67	1	+1.42	7	-1.32	8	-1.42	4	+0.33	5	+0.17	2	+0.97	2	+0.33	5	+0.17	2	+0.97	2	+0.33	5	+0.17	2	+0.97	2	+0.33	5	+0.17	2	+0.97	2	+0.33	5	+0.17	2	+0.97
1 or 2 Industrial	1 28	6	-0.89	4	+0.72	1	+1.01	7	-1.37	8	-1.43	2	+0.97	5	+0.07	3	+0.91	3	+0.97	5	+0.07	3	+0.91	3	+0.97	5	+0.07	3	+0.91	3	+0.97	5	+0.07	3	+0.91	3	+0.97	5	+0.07	3	+0.91
Education Classes	2 13	6	-0.85	4	+0.41	2	+0.98	7	-1.23	8	-1.50	3	+0.57	5	+0.20	1	+1.42	1	+0.57	5	+0.20	1	+1.42	1	+0.57	5	+0.20	1	+1.42	1	+0.57	5	+0.20	1	+1.42	1	+0.57	5	+0.20	1	+1.42
3 or More Industrial	1 22	6	-0.32	4	+0.31	3	+0.79	7	-1.52	8	-1.56	2	+0.82	5	+0.16	1	+1.32	1	+0.82	5	+0.16	1	+1.32	1	+0.82	5	+0.16	1	+1.32	1	+0.82	5	+0.16	1	+1.32	1	+0.82	5	+0.16	1	+1.32
Education Classes	2 18	6	-0.88	4	+0.45	1	+1.41	7	-1.27	8	-1.38	2	+0.88	5	-0.05	3	+0.83	3	+0.88	5	-0.05	3	+0.83	3	+0.88	5	-0.05	3	+0.83	3	+0.88	5	-0.05	3	+0.83	3	+0.88	5	-0.05	3	+0.83
Size of School	1 21	6	-0.96	4	+0.49	3	+0.88	7	-1.10	8	-1.54	2	+1.01	5	+0.02	1	+1.21	2	+1.01	5	+0.02	1	+1.21	2	+1.01	5	+0.02	1	+1.21	2	+1.01	5	+0.02	1	+1.21	2	+1.01	5	+0.02	1	+1.21
Under 1400 Students	2 14	8	-1.37	5	+0.46	2	+1.08	6	-1.05	7	-1.33	4	+0.53	3	+0.56	1	+1.13	4	+0.53	3	+0.56	1	+1.13	4	+0.53	3	+0.56	1	+1.13	4	+0.53	3	+0.56	1	+1.13	4	+0.53	3	+0.56	1	+1.13
Size of School	1 29	6	-0.44	3	+0.70	1	+1.01	7	-1.55	8	-1.59	4	+0.68	5	+0.27	2	+0.92	4	+0.68	5	+0.27	2	+0.92	4	+0.68	5	+0.27	2	+0.92	4	+0.68	5	+0.27	2	+0.92	4	+0.68	5	+0.27	2	+0.92
1400 Students & Over	2 17	6	-0.65	4	+0.39	1	+1.35	8	-1.34	7	-1.29	3	+0.94	5	-0.44	2	+1.04	3	+0.94	5	-0.44	2	+1.04	3	+0.94	5	-0.44	2	+1.04	3	+0.94	5	-0.44	2	+1.04	3	+0.94	5	-0.44	2	+1.04
Less than 4 Years	1 28	6	-0.83	3	+0.88	2	+1.00	7	-1.36	8	-1.50	4	+0.60	5	+0.18	1	+1.03	4	+0.60	5	+0.18	1	+1.03	4	+0.60	5	+0.18	1	+1.03	4	+0.60	5	+0.18	1	+1.03	4	+0.60	5	+0.18	1	+1.03
of Training	2 15	6	-0.53	3	+1.62	1	+1.18	7	-1.26	8	-1.73	4	+0.54	5	+0.14	2	+1.03	4	+0.54	5	+0.14	2	+1.03	4	+0.54	5	+0.14	2	+1.03	4	+0.54	5	+0.14	2	+1.03	4	+0.54	5	+0.14	2	+1.03
4 or More Years	1 22	6	-0.32	4	+0.03	3	+0.85	7	-1.38	8	-1.59	1	+1.36	5	+0.10	2	+0.95	1	+1.36	5	+0.10	2	+0.95	1	+1.36	5	+0.10	2	+0.95	1	+1.36	5	+0.10	2	+0.95	1	+1.36	5	+0.10	2	+0.95
of Training	2 16	6	-1.03	4	+0.27	2	+1.14	7	-1.22	8	-1.35	3	+0.95	5	+0.09	1	+1.15	3	+0.95	5	+0.09	1	+1.15	3	+0.95	5	+0.09	1	+1.15	3	+0.95	5	+0.09	1	+1.15	3	+0.95	5	+0.09	1	+1.15
12/22 Course	1 19	6	-0.18	5	-0.00	1	+0.99	7	-1.36	8	-1.79	3	+0.89	4	+0.51	2	+0.94	3	+0.89	4	+0.51	2	+0.94	3	+0.89	4	+0.51	2	+0.94	3	+0.89	4	+0.51	2	+0.94	3	+0.89	4	+0.51	2	+0.94
Level	2 13	5	-0.86	3	+0.34	2	+1.22	6	-1.10	7	-1.51	3	+0.59	4	-0.03	1	+1.36	4	+0.59	4	-0.03	1	+1.36	4	+0.59	4	-0.03	1	+1.36	4	+0.59	4	-0.03	1	+1.36	4	+0.59	4	-0.03	1	+1.36
32 Course	1 31	6	-0.92	2	+0.98	3	+0.84	7	-1.32	8	-1.39	4	+0.81	5	-0.07	1	+1.07	4	+0.81	5	-0.07	1	+1.07	4	+0.81	5	-0.07	1	+1.07	4	+0.81	5	-0.07	1	+1.07	4	+0.81	5	-0.07	1	+1.07
Level	2 18	6	-0.82	4	+0.55	1	+1.10	7	-1.35	8	-1.49	3	+0.93	5	+0.16	2	+0.93	3	+0.93	5	+0.16	2	+0.93	3	+0.93	5	+0.16	2	+0.93	3	+0.93	5	+0.16	2	+0.93	3	+0.93	5	+0.16	2	+0.93
Class Size	1 22	6	-0.97	3	+0.85	2	+0.96	7	-1.19	8	-1.54	4	+0.73	5	+0.11	1	+1.05	4	+0.73	5	+0.11	1	+1.05	4	+0.73	5	+0.11	1	+1.05	4	+0.73	5	+0.11	1	+1.05	4	+0.73	5	+0.11	1	+1.05
14 Students & Under	2 16	6	-0.96	4	+0.43	1	+1.43	8	-1.35	7	-1.31	3	+0.65	5	-0.18	2	+0.93	3	+0.65	5	-0.18	2	+0.93	3	+0.65	5	-0.18	2	+0.93	3	+0.65	5	-0.18	2	+0.93	3	+0.65	5	-0.18	2	+0.93
Class Size	1 28	6	-0.34	4	+0.25	3	+0.88	7	-1.63	8	-1.50	2	+1.02	5	+0.31	1	+1.00	2	+1.02	5	+0.31	1	+1.00	2	+1.02	5	+0.31	1	+1.00	2	+1.02	5	+0.31	1	+1.00	2	+1.02	5	+0.31	1	+1.00
Over 14 Students	2 15	6	-0.73	4	+0.54	3	+0.85	7	-1.22	8	-1.61	2	+1.00	5	+0.01	1	+1.18	2	+1.00	5	+0.01	1	+1.18	2	+1.00	5	+0.01	1	+1.18	2	+1.00	5	+0.01	1	+1.18	2	+1.00	5	+0.01	1	+1.18

Table 6. Rank Order of Student Aspects

Sample Number	N =	Preparation Level		Cooperation & Behavior		Pupil Progress		Attitude Toward Teachers		Attitude Toward Learning	
		Rank	Preparation Level	Rank	Cooperation & Behavior	Rank	Pupil Progress	Rank	Attitude Toward Teachers	Rank	Attitude Toward Learning
Total Group	1 50	5	-1.81	2	+0.51	3	+0.37	4	-0.21	1	+1.14
	2 31	5	-1.78	1	+1.01	4	-0.19	3	+0.07	2	+0.89
Teaching Experience	1 29	5	-1.68	3	+0.39	2	+0.48	4	-0.46	1	+1.26
5 Years or Less	2 13	5	-1.77	1	+1.29	2	+0.42	3	+0.06	4	0.00
Teaching Experience	1 21	5	-1.91	2	+0.60	3	+0.22	4	+0.11	1	+0.97
Over 5 Years	2 18	5	-1.66	2	+0.96	4	-0.44	3	+0.08	1	+1.06
1 or 2 Industrial	1 28	5	-1.86	2	+0.78	3	+0.36	4	-0.17	1	+0.89
Education Classes	2 13	5	-1.79	2	+0.87	3	+0.23	4	-0.26	1	+0.95
3 or More Industrial	1 22	5	-1.65	3	+0.13	2	+0.35	4	-0.28	1	+1.44
Education Classes	2 18	5	-1.70	1	+1.08	4	-0.46	3	+0.28	2	+0.80
Size of School	1 21	5	-1.86	1	+1.04	3	+0.40	4	-0.13	2	+0.55
Under 1400 Students	2 14	5	-1.81	1	+1.12	4	-0.19	3	+0.30	2	+0.59
Size of School	1 29	5	-1.64	3	+0.17	2	+0.33	4	-0.31	1	+1.44
1400 Students & Over	2 17	5	-1.68	2	+0.89	4	-0.21	3	-0.15	1	+1.15
Less than 4 Years	1 28	5	-1.81	2	+0.50	3	+0.26	4	-0.12	1	+1.18
of Training	2 15	5	-1.30	1	+1.08	3	+0.19	4	-1.02	2	+1.04
4 or More Years	1 22	5	-1.78	3	+0.52	2	+0.51	4	-0.34	1	+1.09
of Training	2 16	5	-1.72	1	+1.05	4	-0.50	3	+0.49	2	+0.69
12/22 Course	1 19	5	-1.84	2	+0.70	1	+0.88	4	-0.26	3	+0.53
Level	2 13	5	-1.72	1	+1.40	4	-0.10	3	+0.21	2	+0.22
32 Course	1 31	5	-1.63	2	+0.37	3	-0.01	4	-0.19	1	+1.47
Level	2 18	5	-1.70	2	+0.74	4	-0.23	3	-0.04	1	+1.23
Class Size	1 22	5	-1.56	3	+0.15	2	+0.66	4	-0.59	1	+1.33
14 Students & Under	2 16	5	-1.56	1	+1.12	4	-0.76	3	+0.45	2	+0.75
Class Size	1 28	5	-1.89	2	+0.71	3	+0.17	4	+0.08	1	+0.93
Over 14 Students	2 15	5	-1.19	1	+1.16	3	-0.17	4	-0.95	2	+1.14

Table 7. Rank Order of Intrinsic Aspects

Sample Number	N =	Rank	Opportunity for Responsibility	Rank	Freedom to Plan Own Work	Rank	Appropriateness of Position	Rank	Respect & Recognition	Rank	Interesting & Challenging Work	Rank	Advancement Opportunities
Total Group	1 50	4	-0.34	1	+1.65	3	-0.09	6	-1.18	2	+0.92	5	-0.96
	2 31	5	-0.21	1	+1.34	3	+0.30	5	-0.77	2	+0.95	6	-1.61
Teaching Experience	1 29	4	-0.25	1	+1.62	3	-0.17	6	-1.23	2	+0.93	5	-0.96
5 Years or Less	2 13	4	-0.33	1	+1.25	3	+0.37	5	+0.99	2	+1.11	6	-1.41
Teaching Experience	1 21	4	-0.45	1	+1.68	3	-0.05	6	-1.12	2	+0.90	5	-0.95
Over 5 Years	2 18	4	-0.09	1	+1.06	3	+0.15	5	-0.46	2	+1.06	6	-1.82
1 or 2 Industrial	1 28	4	-0.47	1	+1.59	3	-0.08	5	-0.97	2	+1.04	6	-1.11
Education Classes	2 13	4	-0.04	1	+1.20	3	+0.44	5	-0.85	2	+0.92	6	-1.67
3 or More Industrial	1 22	4	-0.18	1	+1.68	3	-0.05	6	-1.46	2	+0.72	5	-0.72
Education Classes	2 18	4	-0.33	1	+1.45	3	+0.14	5	-0.68	2	+0.97	6	-1.54
Size of School	1 21	4	-0.41	1	+1.40	3	-0.32	5	-0.85	2	+1.33	6	-1.13
Under 1400 Students	2 14	4	-0.21	1	+1.42	3	+0.07	5	-0.55	2	+1.94	6	-1.66
Size of School	1 29	4	-0.27	1	+1.74	3	-0.09	6	-1.37	2	+0.61	5	-0.80
1400 Students & Over	2 17	4	-0.30	1	+1.26	3	+0.56	5	-1.05	2	+0.94	6	-1.42
Less than 4 Years	1 28	4	-0.45	1	+1.65	3	-0.10	6	-1.11	2	+0.96	5	-0.95
of Training	2 15	4	-0.33	1	+1.72	2	+0.42	5	-0.67	3	+0.34	6	-1.48
4 or More Years	1 22	4	-0.16	1	+1.66	3	-0.09	6	-1.28	2	+0.82	5	-0.95
of Training	2 16	3	+0.14	1	+1.24	4	+0.09	5	-0.66	2	+0.95	6	-1.76
12/22 Course	1 19	4	-0.19	1	+1.77	3	-0.17	5	-0.91	2	+0.79	6	-1.23
Level	2 13	5	-0.46	1	+1.27	3	+0.50	4	-0.41	2	+0.85	6	-1.74
32 Course	1 31	4	-0.43	1	+1.58	3	-0.02	6	-1.32	2	+0.98	5	-0.80
Level	2 18	4	-0.07	1	+1.44	3	-0.01	5	-0.77	2	+0.96	6	-1.55
Class Size	1 22	4	-0.22	1	+1.49	3	-0.01	6	-1.39	2	+1.01	5	-0.88
14 Students & Under	2 16	4	-0.08	1	+1.48	3	+0.01	5	-0.90	2	+0.94	6	-1.46
Class Size	1 28	4	-0.43	1	+1.77	3	-0.15	5	-0.97	2	+0.81	6	-1.03
Over 14 Students	2 15	4	-0.32	1	+1.25	3	+0.52	5	-0.58	2	+0.87	6	-1.73

Table 8. Rank Order of Administration Aspects

	Sample Number	N =	Consistent Procedures		Communication		Foresight & Planning		Rank in Teachers' Interest		Cooperation and Assistance	
			Rank	Consistent Procedures	Rank	Communication	Rank	Foresight & Planning	Rank	Interest in Teachers	Rank	Cooperation and Assistance
Total Group	1	50	2	+0.62	5	-1.30	4	-0.50	3	-0.41	1	+1.59
	2	31	4	-0.60	5	-1.33	2	+0.21	3	+0.03	1	+1.68
Teaching Experience	1	29	2	+0.25	5	-0.94	3	0.00	4	-0.94	1	+1.73
5 Years or Less	2	13	3	-0.35	5	-1.32	4	-0.51	2	+0.59	1	+1.59
Teaching Experience	1	21	2	+0.84	5	-1.39	4	-0.81	3	+0.06	1	+1.30
Over 5 Years	2	18	4	-0.79	5	-1.09	2	+0.91	3	-0.48	1	+1.45
1 or 2 Industrial	1	28	2	+0.66	4	-1.05	5	-1.24	3	+0.27	1	+1.36
Education Classes	2	13	4	-0.04	5	-1.50	2	+0.33	3	-0.04	1	+1.58
3 or More Industrial	1	22	2	+0.40	5	-1.23	3	+0.40	4	-1.03	1	+1.45
Education Classes	2	18	4	-0.76	5	-1.15	2	+0.11	3	+0.05	1	+1.76
Size of School	1	21	4	-0.63	5	-1.17	2	+0.60	3	-0.45	1	+1.64
Under 1400 Students	2	14	4	-0.01	5	-1.03	2	+0.19	3	+0.16	1	+1.69
Size of School	1	29	2	+0.97	5	-1.18	4	-0.83	3	-0.32	1	+1.37
1400 Students & Over	2	17	4	-0.28	5	-1.50	2	+0.24	3	-0.08	1	+1.62
Less than 4 Years	1	28	2	+0.25	5	-0.97	4	-0.89	3	-0.17	1	+1.78
of Training	2	15	4	-0.63	5	-1.07	2	+0.18	3	-0.30	1	+1.82
4 or More Years	1	22	1	+1.13	5	-1.55	3	+0.28	4	-0.72	2	+0.85
of Training	2	16	4	-0.52	5	-1.55	3	+0.19	2	+0.43	1	+1.45
12/22 Course	1	19	4	-0.68	5	-1.05	3	-0.44	2	+0.42	1	+1.75
Level	2	13	4	-1.04	5	-1.15	2	+0.60	3	+0.11	1	+1.49
32 Course	1	31	2	+0.98	5	-1.26	3	-0.48	4	-0.61	1	+1.37
Level	2	18	4	-0.31	5	-1.27	3	-0.13	2	-0.11	1	+1.81
Class Size	1	22	2	+0.24	5	-1.02	3	0.00	4	-0.95	1	+1.73
14 Students & Under	2	16	4	-0.33	5	-1.55	3	+0.12	2	+0.21	1	+1.55
Class Size	1	28	2	+0.88	5	-1.35	4	-0.88	3	+0.07	1	+1.28
Over 14 Students	2	15	4	-0.90	5	-0.89	2	+0.30	3	-0.31	1	+1.79

Table 9. Rank Order of Immediate Supervisor Aspects

Sample Number	N =	Leadership		Evaluation		Technical Competence		Loyalty to Teachers		Fairness		Availability for Consultation	
		Rank	Abilities	Rank	Methods	Rank	Competence	Rank	Teachers	Rank	Fairness	Rank	Availability for Consultation
Total Group	1 50	4	-0.02	6	-1.90	5	-0.07	3	+0.06	1	+1.49	2	+0.43
	2 31	4	+0.11	6	-1.97	5	-0.38	3	+0.35	1	+1.14	2	+0.75
Teaching Experience	1 29	2	+0.38	6	-2.07	3	+0.31	5	-0.09	1	+1.21	4	+0.09
5 Years or Less	2 13	4	-0.06	6	-1.93	5	-0.28	3	+0.29	2	+0.73	1	+1.25
Teaching Experience	1 21	4	-0.45	6	-1.52	5	-0.44	3	+0.01	1	+1.64	2	+0.78
Over 5 Years	2 18	4	+0.19	6	-1.83	5	-0.47	2	+0.41	1	+1.48	3	+0.21
1 or 2 Industrial	1 28	5	-0.51	6	-1.58	4	-0.34	3	+0.27	1	+1.68	2	+0.49
Education Classes	2 13	6	-0.50	5	-1.87	3	+0.24	4	+0.19	1	+1.35	2	+0.57
3 or More Industrial	1 22	1	+0.89	6	-2.05	3	+0.37	5	-0.29	2	+0.86	4	+0.22
Education Classes	2 18	3	+0.63	6	-1.85	5	-0.83	4	+0.43	1	+0.82	2	+0.80
Size of School	1 21	3	+0.22	6	-1.62	5	-0.85	4	+0.19	1	+1.51	2	+0.54
Under 1400 Students	2 14	2	+0.63	6	-2.17	5	+0.01	3	+0.49	1	+0.75	4	+0.29
Size of School	1 29	5	-0.15	6	-1.95	2	+0.40	4	-0.02	1	+1.38	3	+0.35
1400 Students & Over	2 17	4	-0.23	6	-1.71	5	-0.58	3	+0.24	1	+1.27	2	+1.02
Less than 4 Years	1 28	5	-0.51	6	-1.75	4	-0.18	3	+0.23	1	+1.38	2	+0.84
of Training	2 15	4	+0.25	6	-2.14	5	+0.07	3	+0.27	2	+0.64	1	+0.93
4 or More Years	1 22	2	+0.83	6	-1.81	3	+0.16	4	-0.24	1	+1.37	5	+0.30
of Training	2 16	4	+0.01	6	-1.53	5	-0.87	2	+0.45	1	+1.61	3	+0.32
12/22 Course	1 19	3	+0.42	6	-2.06	4	+0.20	5	-0.19	1	+1.11	2	+0.52
Level	2 13	4	-0.01	6	-1.91	5	-0.34	2	+0.84	1	+1.22	3	+0.20
32 Course	1 31	5	-0.27	6	-1.72	4	-0.23	3	+0.20	1	+1.66	2	+0.36
Level	2 18	4	-0.07	6	-1.81	5	-0.37	3	-0.02	2	+1.00	1	+1.27
Class Size	1 22	4	-0.10	6	-1.75	5	-0.39	3	+0.25	1	+1.61	2	+0.38
14 Students & Under	2 16	4	+0.12	6	-1.70	5	-0.87	3	+0.33	2	+1.03	1	+1.09
Class Size	1 28	4	+0.03	6	-1.97	3	+0.22	5	-0.12	1	+1.36	2	+0.47
Over 14 Students	2 15	5	+0.08	6	-2.08	4	+0.12	3	+0.36	1	+1.18	2	+0.35

APPENDIX 2

AN OPINIONAIRE ON JOB SATISFACTION
OF INDUSTRIAL AND VOCATIONAL EDUCATION TEACHERS
IN ALBERTA HIGH SCHOOLS

OPINIONAIRE ON JOB SATISFACTION

This opinioinaire deals with industrial and vocational education teacher opinions on job satisfaction. The opinioinaire based upon factors and specific aspects of these factors that contribute as possible sources of teacher satisfaction has been derived from preliminary surveys of industrial and vocational education teachers.

REMEMBER

There are no right or wrong answers. Let your own opinions about the various items which you feel contribute to the SATISFACTION you have with your present teaching position, guide your responses. All responses will remain strictly anonymous, and the analysis will be by groups of teachers so that no individual can be identified either by the researcher or by readers of the thesis. The opinioinaire is in three parts.

PART ONE and PART TWO

These parts of the opinioinaire are designed so that you can tell the researcher what you consider are the items that contribute to the satisfaction you have with your present teaching position.

Examine the following pairs of items. Please indicate by an X which item of each pair you think is the most important one contributing to the SATISFACTION you have with your present teaching position.

Sample Question:

As an industrial or vocational education teacher, I believe the most important factor or specific aspect that contributes to the SATISFACTION I have in my present Teaching position is:

Adequacy & condition of equipment	X
Class size	

If you place your X opposite adequacy & condition of equipment, then you are telling the researcher that, in your opinion, you believe adequacy & condition of equipment contributes more to the SATISFACTION you have with your present teaching position, rather than class size.

Keep the (unstated) common stem in mind when responding to each pair of items.

NOTE:

1. Respond to every pair.
2. Mark only one response for every pair.
3. Do not spend excessive time over any one pair of items.
4. There are no right or wrong answers.

PLEASE REMEMBER TWO THINGS

1. For Part One and Part Two of the opinionnaire, the frame of reference to keep in mind is: AS AN INDUSTRIAL OR VOCATIONAL EDUCATION TEACHER, I BELIEVE THE MOST IMPORTANT FACTOR OR SPECIFIC ASPECT CONTRIBUTING TO THE SATISFACTION I HAVE WITH MY PRESENT TEACHING POSITION IS:

2. PLEASE MAKE ONLY ONE RESPONSE FOR EACH PAIR

Please let your own thoughts about each pair of items guide your responses. (The pairs of factors now follow.)

OPINIONAIRE ON JOB SATISFACTION

PART ONE: MAJOR JOB FACTORS THAT AFFECT SATISFACTION

AS AN INDUSTRIAL OR VOCATIONAL EDUCATION TEACHER, I BELIEVE THE MOST IMPORTANT FACTOR CONTRIBUTING TO THE SATISFACTION I HAVE WITH MY PRESENT TEACHING POSITION IS:

Faculty	Administration
Wages and Benefits	Intrinsic (freedom, service)
Administration	Community
Students	Students
Working Conditions	Intrinsic (freedom, service)
Immediate Supervisor (Dept. Chairman, Principal, etc.)	Faculty
Administration	Community
Wages and Benefits	Wages and Benefits
Administration	Students
Working Conditions	Working Conditions
Students	Intrinsic (freedom, service)
Immediate Supervisor (Dept. Chairman, Principal, etc.)	Immediate Supervisor (Dept. Chairman, Principal, etc.)
Community	Faculty
Intrinsic (freedom, service)	Immediate Supervisor (Dept. Chairman, Principal, etc.)
Students	Faculty
Faculty	Community
Students	Wages and Benefits
Wages and Benefits	Working Conditions
Community	Wages and Benefits
Working Conditions	Immediate Supervisor (Dept. Chairman, Principal, etc.)
Administration	Wages and Benefits
Immediate Supervisors (Dept. Chairman, Principal, etc.)	Intrinsic (freedom, service)



MAJOR JOB FACTORS (continued)

Students	Administration
Intrinsic (freedom, service)	Faculty
Administration	Working Conditions
Community	Intrinsic (freedom, service)
Faculty	Immediate Supervisor
Working Conditions	(Dept.Chairman, Principal, etc.)
	Community

PART TWO

Within each of the factors contributing to job satisfaction, a number of specific aspects have been identified. This part of the opinionaire is designed to reveal your opinion of what you consider are the most important of these specific aspects that contribute to the SATISFACTION you have with your present teaching position. (The pairs of specific aspects now follow.)

I. FACULTY (Teaching Staff)

<u>Congenial co-teachers</u>		<u>Competent co-teachers</u>	
<u>Dept. reputation</u>		<u>Inter & Intra Dept. relations</u>	
<u>Congenial co-teachers</u>		<u>Congenial co-teachers</u>	
<u>Competent co-teachers</u>		<u>Professionalism of staff</u>	
<u>Department reputation</u>		<u>Department reputation</u>	
<u>Inter & Intra-Dept. relations</u>		<u>Competent co-teachers</u>	
<u>Department reputation</u>		<u>Inter & Intra Dept. relations</u>	
<u>Professionalism of staff</u>		<u>Congenial co-teachers</u>	
<u>Inter & Intra-Dept. relations</u>		<u>Competent co-teachers</u>	
<u>Professionalism of staff</u>		<u>Professionalism of staff</u>	

II. COMMUNITY

<u>Living Quarters</u>		<u>Community Service Groups</u>	
<u>Health Services</u>		<u>Health Services</u>	
<u>Community Service Groups</u>		<u>Recreational Facilities</u>	
<u>Living Quarters</u>		<u>Health Services</u>	
<u>Recreational Facilities</u>		<u>Recreational Facilities</u>	
<u>Living Quarters</u>		<u>Community Service Groups</u>	
<u>Cultural Opportunities</u>		<u>Cultural Opportunities</u>	
<u>Recreational Facilities</u>		<u>Community Service Groups</u>	
<u>Cultural Opportunities</u>		<u>Cultural Opportunities</u>	
<u>Living Quarters</u>		<u>Health Services</u>	

III. WAGES AND BENEFITS

Availability of group insurance
Tenure Provisions

Salary
Retirement Provisions

Availability of group insurance
Fairness of Equitableness of Compensation

Tenure Provisions
Salary

Frequency of Raises
Retirement Provisions

Tenure Provisions
Provisions for leave (Sickness, Travel, Study)

Salary
Availability of group insurance

Retirement Provisions
Provisions for leave (Sickness, Travel, Study)

Provisions for leave (Sickness, Travel, Study)
Fairness of Equitableness of Compensation

Frequency of Raises
Fairness of Equitableness of Compensation

Fairness of Equitableness of Compensation
Retirement Provisions

Frequency of Raises
Salary

Availability of group insurance
Frequency of Raises

Availability of group insurance
Provisions for leave (Sickness, Travel, Study)

Tenure Provisions
Retirement Provisions

Tenure Provisions
Fairness of Equitableness of Compensation

Availability of group insurance
Retirement Provisions

Salary
Fairness of Equitableness of Compensation

Tenure Provisions
Frequency of Raises

Salary
Provisions for leave (Sickness, Travel, Study)

Frequency of Raises
Provisions for leave (Sickness, Travel, Study)

IV. WORKING CONDITIONS

Well defined duties		Time to Teach	
Adequate shop budget		Physical Plant	
Adequacy & Condition of Equipment		Adequacy & Condition of Equipment	
Maintenance duties (without compensation)		Time to Teach	
Adequacy & Condition of Equipment		Extra-Curricular Assignments	
Extra-Curricular Assignments		Well defined duties	
Adequacy & Condition of Equipment		Adequate Shop Budget	
Class Size		Physical Plant	
Class Size		Adequate Shop Budget	
Maintenance duties (without compensation)		Time to Teach	
Adequate Shop Budget		Adequate Shop Budget	
Extra-Curricular Assignments		Adequacy & Condition of Equipment	
Well defined duties		Physical Plant	
Class Size		Maintenance duties (without compensation)	
Physical Plant		Physical Plant	
Extra-Curricular Assignments		Well defined duties	
Physical Plant		Maintenance duties (without compensation)	
Class Size		Time to Teach	
Maintenance duties (without compensation)		Maintenance duties (without compensation)	
Extra-Curricular Assignments		Well defined duties	
Maintenance duties (without compensation)		Time to Teach	
Adequate Shop Budget		Extra-Curricular Assignments	
Time to Teach		Time to Teach	
Well defined duties		Class Size	
Adequacy & Condition of Equipment		Extra-Curricular Assignments	
Well defined duties		Class Size	
Adequate Shop Budget		Physical Plant	
Class Size		Adequacy & Condition of Equipment	

V. STUDENTS

Preparation level of pupils	Pupil attitudes towards learning
Pupil Co-operation & Behavior	Pupil Co-operation & Behavior
Pupil Progress	Pupil attitudes toward teachers
Preparation level of pupils	Pupil Co-operation & Behavior
Pupil attitudes toward teachers	Pupil attitudes toward learning
Preparation level of pupils	Pupil progress
Pupil progress	Pupil attitudes toward learning
Pupil Co-operation & Behavior	Preparation level of pupils
Pupil attitudes towards teachers	Pupil attitudes towards learning
Pupil progress	Pupil attitudes towards teachers

VI. INTRINSIC ASPECTS (Freedom, Service)

Opportunity for assuming responsibility in decision making (policy, salary, etc.)	Advancement Opportunities
Freedom to plan own work	Interesting & Challenging Work
Appropriateness of position to training	Opportunity for assuming responsibility in decision making (policy, salary, etc.)
Parent & Community respect and recognition	Advancement Opportunities
Opportunity for assuming responsibility in decision making (policy, salary, etc.)	Freedom to plan own work
Appropriateness of position to training	Interesting and Challenging Work
Freedom to plan own work	Freedom to plan own work
Parent & Community respect and recognition	Advancement Opportunities
Freedom to plan own work	Interesting & Challenging Work
Appropriateness of position to training	Parent & Community respect and recognition
Interesting & Challenging Work	Interesting & Challenging Work
Opportunity for assuming responsibility in decision making (policy, salary, etc.)	Appropriateness of position to training

INTRINSIC ASPECTS (continued)

Parent & Community respect and recognition	
Advancement Opportunities	
Advancement Opportunities	
Appropriateness of position to training	

Parent & Community respect and recognition	
Opportunity for assuming respon- sibility in decision making (policy, salary, etc.)	

VII. ADMINISTRATION

Consistent procedures & policies	
Communication of orders, decisions, etc.	

Foresight & Planning	
Consistent procedures & policies	

Foresight & Planning	
Interest in individual teachers	

Foresight & Planning	
Co-operation & assistance	

Co-operation & assistance	
Interest in individual teachers	

Co-operation & assistance	
Consistent procedures & policies	

Co-operation & assistance	
Communication of orders, decisions, etc.	

Interest in individual teachers	
Consistent procedures & policies	

Interest in individual teachers	
Communication of orders, decisions, etc.	

Foresight & Planning	
Communication of orders, decisions, etc.	

VIII. IMMEDIATE SUPERVISOR (Dept. Chairman, Principal, etc.)

Leadership abilities	
Evaluation methods	

Leadership abilities	
Fairness	

Technical competence and aptitude	
Loyalty of supervisor to teachers	

Leadership abilities	
Availability for consultation	

Leadership abilities	
Technical competence and aptitude	

Evaluation methods	
Fairness	

Evaluation methods	
Loyalty of supervisor to teachers	

Evaluation methods	
Availability for consultation	

IMMEDIATE SUPERVISOR (continued)

Availability for consultation	Fairness
Technical competence and aptitude	Loyalty of supervisor to teachers
Fairness	Fairness
Availability for consultation	Technical competence and aptitude
Loyalty of supervisor to teachers	Loyalty of supervisor to teachers
Availability for consultation	Leadership abilities
Evaluation methods	
Technical competence and aptitude	

You have now completed PARTS ONE and TWO of the opinionnaire.

Before you move on to PART THREE, would you please flip back through the preceding pages to ensure that you have responded to each of the pairs of factors and specific job aspects.

OPINIONAIRE ON JOB SATISFACTION

PART THREE

Please complete the following questions with the information requested below:

1. The number of total years of teaching experience.
2. The number of industrial or vocational classes
you teach each day.
3. The approximate number of senior high school
students in your school.
4. Indicate via a check mark (✓) the number of years
of academic training beyond high school, for which
you are evaluated for salary purposes.

_____ 1 year

_____ 2 years

_____ 3 years

_____ 4 years

_____ 5 years

_____ 6 years
5. Indicate via a check mark (✓) the course level
at which you are now teaching.

_____ 12

_____ 22

_____ 32

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